ED 364 653 AA 001 244

Resources in Education (RIE). Volume 29, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 364 654 CE 062 894

State Council on Vocational Education for Individuals with Disabilities (SCVEID): Cooperative Planning. Technical Assistance Paper #1. Revised.
PUB DATE- Jan 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Agency Role; Community Colleges; *Cooperative Planning; *Disabilities; Educational Legislation; Federal Legislation; Postsecondary Education; Program Implementation; School Districts; Secondary Education; Special Education; *State Agencies; Statewide Planning; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Florida

The 1990 Carl D. Perkins Vocational and Applied Technology Education Act Amendments mandate that vocational education planning for individuals with disabilities be coordinated by appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies. The Florida Council on Vocational Education for Individuals with Disabilities was formed in response to the coordinated planning mandate to address the special needs of individuals with disabilities in vocational education on a statewide basis. It is the policy of Florida's Division of Vocational, Adult, and Community Education that each local education agency (LEA), including community colleges, establish a planning council on vocational education for individuals with disabilities. These local councils should meet regularly to assess needs and

ED 364 673 CE 065 151

Aldcroft, Derek H.
Education, Training and Economic Performance 1944 to 1990.
PUB DATE- 92
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Administrator Education; *Compulsory Education; *Economic Development; Economic Impact; *Educational Improvement; Educational Legislation; Educational Needs; Educational Policy; Foreign Countries; Higher Education; Job Training; Management Development; Public Policy; Resource Allocation; *Role of Education; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Great Britain

A study examined the relationship between economic growth and compulsory education, vocational education and training, higher education, and the education and training of managers in Great Britain in the period between 1944 and 1988. Deficiencies in language and mathematical skills were found among completers of compulsory education, participants in the Youth Training Scheme, and even in many university students. Britain's performance at the intermediate vocational training level was found to be especially poor compared to that of other European countries. Low participation rates in advanced secondary education and poor preparation for the world of work were cited as areas of particular concern and were linked at least partly to an antitechnology, antivocational, and antiindustry bias on the part of providers of teaching and training services. The problems of the British education and training system were deemed at least partly responsible for problems in the following areas: skills and competitiveness, innovation and research and development, and resource utilization and personnel management. The problems plaguing Britain's education and training system were attributed not to lack of resources but rather to a combination of misallocation and poor use of the resources that have been allocated to the system. (Contains 480 references; 14 figures/tables.) (MN)

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ED 364 674 CE 065 152

Nasta, Tony
Change through Networking in Vocational Education. New Developments in Vocational Education.
PUB DATE- 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Andragogy; *Change Strategies; Credits; Distance Education; *Educational Change; *Educational Cooperation; *Educational Practices; Educational Research; Educational Trends; Foreign Countries; Franchising; Futures (of Society); Higher Education; International Cooperation; Libraries; Linking Agents; Mentors; *Networks; Open Universities; Organizational Change; Professional Education; *Vocational Education
IDENTIFIERS- Europe; Germany; *United Kingdom

This book explores the role of networks in forming and delivering vocational education in the United Kingdom and in a single European market. In Part 1, the concepts surrounding networking

ED 364 692 CE 065 180

Bollinger, Lucille; Sweeney, Dee
Getting Hooked on Words.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Dec 93
NOTE- 125p.; For related modules, see CE 065 177-181.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Classroom Techniques; *Health Occupations; *Language Skills; *Language Usage; Learning Activities; Learning Modules; *Literacy Education; Sentence Structure; *Vocabulary; *Vocabulary Skills
IDENTIFIERS- *Workplace Literacy

This learning module is intended to improve the spelling, reading, and writing skills of health care industry employees by enhancing their word usage skills. The module, which is designed to be presented in a 32-hour course of eight 2-hour biweekly sessions, is divided into two parts. The initial part emphasizes the development of new learning strategies for recognizing and using word patterns as an aide to spelling and vocabulary building, and the second part focuses on the ways words function to form phrases, clauses, and sentences. The first part of the module contains general and instructional introductions, a goal, abbreviated and detailed strategies for teaching spelling and vocabulary, and guidelines for teaching phonics patterns. Among the topics covered in the individual session outlines are recognition of various spelling patterns, use of dictionaries and their use, use of various parts of speech, Latin and Greek roots, and writing job descriptions. Each session outline includes some or all of the following: objective; list of required materials; list of activities and their allotted times; instructional materials in the form of text, word lists, charts, and/or diagrams; and learning activities. (MN)

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ED 364 693 CE 065 181

Tripp, Connie; Fletcher, Karen
Using Numbers Less than One.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Dec 93
NOTE- 89p.; For related modules, see CE 065 177-180. All "Activity" pages in this document are repeated in a separately published "student handbook."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Computation; Estimation (Mathematics); *Fractions; *Hospital Personnel; Learning Activities; Learning Modules; *Literacy Education; Mathematics Skills; *Numeracy; *Percentage; *Word Problems (Mathematics)
IDENTIFIERS- *Workplace Literacy

This learning module reviews basic mathematics operations involving fractions and decimals and explains the use of the percent wheel in solving percent problems. The module, which

ED 364 713 CE 065 239

Fox, Linda Kirk; And Others
Alternative Agricultural Enterprises. Production, Management & Marketing.
SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accounting; Adult Education; *Agribusiness; *Agricultural Education; Annotated Bibliographies; Budgeting; *Business Administration; Certification; *Entrepreneurship; Extension Education; Family Involvement; International Trade; Landscaping; Laws; Legal Responsibility; *Marketing; Nurseries (Horticulture); Resource Materials

These nine cooperative extension bulletins provide basic information on various alternative agricultural enterprises. Discussed in the first eight bulletins are the following topics: business ownership (sole proprietorship, partnership, incorporation, cooperatives); business and the family (goals, qualifications, ways of ensuring family support, space needs, friends and neighbors, financial resources, start-up costs, time management); licenses and legal requirements (local, state, and federal requirements; consumer protection; employee protection; environmental protection; and licenses and permits); cost accounting (cost frameworks, allocation percentages, cost accounting systems, system design, management applications); budgets and the budget process (types of budgets, budget development, budget interpretation, enterprise budgets, break-even analysis, and sensitivity analysis); identification of domestic markets (obstacles to indirect marketing, packing and shipping, market outlets, market information); direct marketing of produce to consumers (farm markets; product sales potential; market research; marketing options; location, site selection, and facilities; merchandising strategies; promotional strategies); and international marketing (pros and cons, market entry, program modification, and payment arrangements). The final booklet is an annotated bibliography of 162 publications and 16 organizations for nurseries, landscapers, and groundskeepers. (MN)

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ED 364 714 CE 065 242

Lawroski, Mary Ann; Shinn, Marilyn C.
Coming to Grips with Your Finances. Home Study Course. Misc. Series No. 112.
PUB DATE- Mar 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Budgeting; *Consumer Education; *Credit (Finance); Extension Education; Family Financial Resources; Home Economics; *Insurance; *Money Management; *Recordkeeping; Worksheets

ED 364 731            CE 065 281

Duenk, Lester G., Ed.
Improving Vocational Curriculum.
SPONS. AGENCY- National Association for Trade and Industrial Education, Leesburg, VA.
PUB DATE- 93
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Competency Based Education; *Curriculum Development; Curriculum Guides; Guidelines; *Job Analysis; *Lesson Plans; *Material Development; Planning; Postsecondary Education; Recordkeeping; Safety Education; Secondary Education; Student Records; *Test Construction; *Vocational Education

This book provides guidelines for those responsible for the development of contemporary curriculum for instruction in vocational-technical fields. It is a compendium of the various systems of teaching and testing for students training for a variety of occupations requiring specialized knowledge and skill development. The guide consists of 12 chapters, each aimed at specific tasks in curriculum development or at a particular method of instruction. "The Curriculum in Vocational Education" (Nelson Foell) defines and describes curriculum while introducing the remaining 11 chapters that present information, guidelines, and specific procedures for activities that will help the reader develop a curriculum. The chapters are as follows: "The Occupational Analysis" (Lester Duenk); "Sources of Curriculum Materials" (Clifton Campbell, Ethel Smith); "Writing the Preliminaries for Your Curriculum Guide" (Lester Duenk); "The Individualized Competency Record" (K. Kurt Eschenmann); "Unit Guide Preliminaries and Lesson Plan Development" (Jesse Hudson); "Instruction Sheets" (Clifton Campbell); "Cognitive Achievement Evaluation" (John Scott); "Manipulative Performance Tests" (Clifton Campbell); "Safety and Liability" (Richard Crosby); "Self-Directed Learning" (Walter Ramey); and "Organizing Curriculum Guide Components" (Lester Duenk). Each chapter is followed by appendixes that may contain sample formats or forms. An index is provided. (YLB)

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ED 364 732            CE 065 283

Muraskin, Lana D., Comp.
Secondary Vocational Education: Availability, Coursetaking, and Outcomes.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; *Access to Education; *Course Selection (Students); Decision Making; Educational Supply; *Education Work Relationship; *Employment Patterns; High Schools; *Mathematics Achievement; Outcomes of Education; Relevance (Education); School Location; *Vocational Education; Work Experience

ED 364 751 CE 065 319

A Competitiveness Strategy for America. Joint Hearing on the Competitiveness Policy Council Second Annual Report to the President and the Congress, Analyzing a Comprehensive Blueprint for Stronger Incentives for Private Investment, a New Export Expansion Strategy and a Sweeping Education Reform, before the Committee on Banking, Housing, and Urban Affairs, Joint Economic Committee. United States Senate, One Hundred Third Congress, First Session.
PUB DATE- 16 Mar 93
NOTE- 94p.; For related documents, see ED 356 389-390. Contains some small type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Competition; *Dislocated Workers; *Economic Development; *Employment Problems; *Federal Government; Foreign Countries; Futures (of Society); *Government Role; Hearings; *Policy Formation; Postsecondary Education; Productivity; Public Policy; Secondary Education; Unemployment; Unions
IDENTIFIERS- Congress 103rd

This document records the oral testimony and written statements of 13 U.S. Senators and Representatives, government officials, a corporate chairman, and a union president on the problem of economic stagnation in the United States and the formulation of a strategy to promote greater world competitiveness. Some witnesses focused on the need for better education and job training for the 20 percent of people considered illiterate in the United States, whereas most witnesses focused on the lack of family-supporting jobs. The witnesses said that millions of middle-wage jobs have disappeared, leaving only a few highly skilled, highly paid jobs and many part-time, low-wage jobs without benefits. Witnesses proposed creating strategies to encourage investment in manufacturing jobs in the United States, such as investment credits and elimination of barriers to exporting goods. Some witnesses opposed additional taxes to pay for improvements; others supported them for humanitarian purposes. Some were totally proponents of the free market, but others said that the free market had not created jobs for the past 20 years and that some sort of government stimulus was needed. A long-term investment, such as improvements in the infrastructure, was more favored than shorter-term approaches. (KC)

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ED 364 752 CE 065 320

Skill Standards. Experience in Certification Systems Shows Industry Involvement To Be Key. Report to the Chairman, Joint Economic Committee, U.S. Congress.
PUB DATE- May 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Conditioning; Auto Mechanics; Carpentry; *Certification; Craft Workers; *Credentials; Heating; Masonry; Medical Laboratory Assistants; Medical Record Technicians; Medical Technologists; Occupational Tests; Operating Engineering; Postsecondary Education; Printing; *Skilled Occupations; *Standards; Technical Occupations; Welding

In an attempt to determine their role in improving the efficiency and effectiveness of skill training programs, existing

ED 364 769 CE 065 394

Aggor, R. A.; And Others

Survey on Distance Education in Ghana. A Report for the Deputy Secretary (Higher Education Division), Ministry of Education of the Republic of Ghana.

SPONS. AGENCY- Ministry of Education (Ghana).

PUB DATE- Jun 92

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Adult Education; *Developing Nations; *Distance Education; *Educational Improvement; Educational Needs; External Degree Programs; Foreign Countries; *Government Role; Higher Education; Outreach Programs; *Program Development; Womens Education

IDENTIFIERS- *Ghana

Interviews conducted with 65 government officials, nongovernmental officials, education, administrators, politicians, students, teachers, heads of institutions, and others in Ghana during a 6-month period led to recommendations for improving the adult and higher education system in that country. The survey found that demand for higher education in Ghana has increased in recent years as a result of population growth and the increase in the number of secondary school completers. Additionally, there is greater demand to provide more access for women to the educational system. High costs associated with the country's traditional residency-based higher education system have put higher education out of reach of many. However, a distance learning system is in place and could be expanded to help meet the growing demands for increased education. The distance education system has usually served more women than the traditional higher education system, so it can also serve a positive function in increasing the diversity of the student body throughout higher education in the country. The government should take steps to greatly increase the distance education system. A distance education unit should be established and an integrated systems plan should be developed in order to provide continuous access from secondary education and training to the tertiary system. Greater funding for distance education must also be provided. The distance education program could be improved by creating a system of regional centers for distribution of course materials and employment of local tutors to mark papers and interact with students. No distinction should be made between courses taken via distance education and those taken on campus. Personnel must be hired for instruction, administration, and production of materials; both professional and support staff are needed. Government and the universities must make distance education a priority to serve a population who would otherwise not have access to education. (Appendixes to the report include a list of survey participants, the survey questionnaires, and a selected bibliography listing 22 references.) (KC)

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ED 364 770 CE 065 395

Black, Don

Meeting the Education and Training Needs of Immigrant Settlement Workers through Open Learning: A Needs and Feasibility Study. Final Report.

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).

ED 364 789 CG 025 108

Johnston, Lloyd D.; And Others
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1992. Volume II: College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 93
NOTE- 209p.; For volume I, see ED 360 611.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcohol Abuse; *College Students; Comparative Analysis; Drinking; *Drug Use; Higher Education; National Surveys; Peer Influence; Sex Differences; Smoking; *Student Attitudes; *Student Behavior; Trend Analysis; *Young Adults
IDENTIFIERS- Monitoring the Future

This is the second volume in a two-volume set reporting the results of all surveys through 1992 from the Monitoring the Future study of American secondary school students and young adults. Chapter 1 provides an introduction to the volume, noting that Monitoring the Future consists of an ongoing series of annual national surveys of American high school seniors begun in 1975 (the results of which are presented in volume I) and a series of annual follow-up surveys of representative samples of the previous participants from each high school senior class going back to the Class of 1976. It further notes that this volume presents the results of the 1977 through 1992 follow-up surveys of the graduating classes of 1976 through 1991. Chapter 2 presents an overview of key findings, examining trends in illicit drug use, alcohol use, and cigarette smoking, and noting college-noncollege and male-female differences. Racial and ethnic comparisons are included. Chapter 3 describes the study design and procedures, chapter 4 looks at the prevalence of drug use among young adults, and chapter 5 explores trends in drug use among young adults. Chapter 6 focuses on tne attitudes and beliefs about drugs among young adults, while chapter 7 concentrates on the social milieu. Chapters 8 and 9 focus on college students, looking at the prevalence of and trends in drug use in this population. Twenty-seven tables and 48 figures illustrate data from the study. (NB)

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ED 364 790 CG 025 109

Gilbertson, Bonnie L.
Improved School Attitude in Elementary School through Child Centered Hands-On Activities by Building Confidence & Self-Esteem.
PUB DATE- 93
NOTE- 51p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attendance; *Attitude Change; Change Strategies; *Elementary School Students; *Grade 5; Intermediate Grades; Intervention; Parent Student Relationship; *Self Esteem; *Student Attitudes
IDENTIFIERS- *Hands On Experience

This practicum was designed to assist the 25 students in one fifth-grade classroom where students projected a predominant

ED 364 812 CG 025 135

Berryman, Judy C.; Breighner, Kathryn W.
Modeling Healthy Behavior: Actions and Attitudes in Schools.
PUB DATE- 94
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Health Promotion; *Modeling (Psychology); Nutrition; Parent Role; Physical Fitness; Prevention; *Role Models; Safety; Secondary School Students; Self Esteem; Stress Management; *Student Attitudes; *Student Behavior; Substance Abuse; Teacher Role

This book notes that much of what children and adolescents know about life they learn from watching adult role models: teachers, parents, coaches, and clergy members. It was written to help adults examine their health-related beliefs and actions and evaluate how they model these beliefs and actions, consciously and unconsciously, to children. The chapters include overviews, self-assessments, and lists of actions necessary to provide positive messages in the critical health areas of self-esteem, nutrition, fitness, substance use prevention, stress management, and health and safety. The book begins with a discussion in chapter 1 of why models matter and why educators and parents need to become partners in assessing the messages they give children. Chapter 2 looks at the development of self-esteem. Chapter 3 discusses children's eating habits and the messages about food that are conveyed to children in their school and home environments. It includes suggestions for creating positive, healthy attitudes toward food and developing healthful eating patterns. Ways of assessing how well the school and family environments support regular exercise and the modeling of physical fitness are presented in chapter 4. Chapter 5 focuses on substance use. Chapter 6 examines stress and identifies positive ways of coping with everyday stressors. Chapter 7 guides the reader through the contemplation of his/her own attitudes and actions relating to health habits, injury prevention, and safety. (Author/NB)

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ED 364 813 CG 025 136

Breaking the Cycle of Drug Abuse. 1993 Interim National Drug Control Strategy.
PUB DATE- Sep 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; *Government Role; Prevention; Public Opinion; *Public Policy; *Violence

This Interim Drug Strategy is intended to give a new sense of direction and to reinvigorate the nation's efforts against drug trafficking and abuse. The preface to the report lists eight new strategies that the Administration will implement: (1) make drug policy a cornerstone of domestic and social policy; (2) target pregnant women, children, and others at-risk for drug

ED 364 832 CS 011 473

Gip , Joan P.; And Others
Literacy Growth of Urban "At-Risk" Children Taught by University Students Using Literature-Based Instruction.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *College School Cooperation; College Students; Elementary Education; Elementary School Students; Higher Education; *High Risk Students; Instructional Effectiveness; *Reading Achievement; Reading Attitudes; Reading Comprehension; *Reading Programs; Reading Research; Story Grammar; Story Telling; *Urban Education; Writing Achievement
IDENTIFIERS- *Literature Based Instruction

A study examined the progress of the second year of a 3-year literacy project in which undergraduate students enrolled in methods courses used children's literature during reading instruction of urban children, grades K-8 considered at-risk due to conditions of poverty. The entire school population participated in the project along with the undergraduates and their instructors. Specific data for kindergarten students through their first-grade year address changes in attitudes for reading and writing, knowledge of story structure, reading comprehension ability, decoding ability, and written language performance. Data analysis used both descriptive and correlational statistics as well as qualitative language descriptions. Baseline data indicated that the children were unsuccessful in including all elements of story structure in their oral retellings or in written story frames; many children were hesitant to write creatively for fear of making spelling errors; and attitudes toward recreational reading were less positive than attitudes toward academic reading. Results from the second year of the program indicated that: (1) ability to retell stories, the number of sight words recognized, and reading comprehension ability increased significantly; (2) reading attitudes, fairly positive to begin with, improved; (3) the children were more motivated to read and write; (4) they wrote more and took more risks with their writing; (5) they used writing for various purposes; (6) the content of their writing was more sincere; and (7) they used more mature sentence structures and wrote longer discourse. (A chart of data is attached.) (RS)

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ED 364 833 CS 011 474

Jarvis-Janik, Margaret
The Effectiveness of ESEA Chapter I Pull-Out Programs on Reading Achievement.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary School Students; Hispanic Americans; *Instructional Effectiveness; Intermediate Grades; *Program Effectiveness; *Reading Achievement; *Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- Chicago Public Schools IL; Elementary Secondary

ED 364 852 CS 011 493

El-Hindi, Amelia E.
Supporting College Learners: Metacognition, Locus of Control, Reading Comprehension and Writing Performance.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; Higher Education; Instructional Effectiveness; *Locus of Control; *Metacognition; *Reading Comprehension; Reading Research; Reading Strategies; Student Motivation; Summer Programs; *Writing Achievement; Writing Improvement

A study examined how metacognition and motivation related to performance among college learners seeking to improve their skills in reading and writing. Subjects, 27 female and 16 male students representing a range of ethnicities and socio-economic conditions who were enrolled in a pre-freshman summer program at a major northern university, had their metacognitive knowledge, locus of control, reading comprehension, and writing performance measured. All participants received 12 hours of direct instruction in metacognitive skill development during the six-week program. Prior to instruction, all participants completed two questionnaires (for metacognition and locus of control), the Nelson-Denny Test, a cloze task, and a writing sample. After instruction, subjects completed all the measures again. Results indicated that: (1) subjects gained metacognitive knowledge of reading but not of writing; (2) reading comprehension and writing performance scores improved significantly; (3) gains in metacognitive knowledge and reading comprehension showed no statistically significant association; and (4) locus of control scores remained stable. Findings suggest that college learners can improve their metacognitive skill development through training. (Contains 13 references.) (RS)

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ED 364 853 CS 011 494

Tidwell, Deborah L.; Montecinos, Carmen
Negotiating a Mandate: Secondary Teachers' Understandings and Implementations of Multicultural Education in the Language Arts.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; High Schools; *Language Arts; *Multicultural Education; Program Implementation; Reading Research; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Mandatory Programs

A study investigated the beliefs and practices of high school language arts teachers regarding mandated multicultural education in the language arts. Subjects, five tenured faculty in the language arts program of a midwestern high school, volunteered to be interviewed and have their classrooms observed while they conducted multicultural instruction. Interviews and videotapes were transcribed and analyzed. Results indicated that: (1) all teachers brought to the study a

ED 364 871 CS 011 514

Teachers' Favorite Books for Kids: Teachers' Choices 1989-1993.
PUB DATE- 94
NOTE- 106p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Class Activities; Elementary Education; Junior High Schools; *Reading Material Selection; Recreational Reading
IDENTIFIERS- *Trade Books

Including books that might not be discovered or fully appreciated by children without introduction by a knowledgeable adult, this book presents annotations of more than 150 trade books appropriate for children and adolescents, complete with teachers' suggestions for curriculum use. Entries in the book are grouped into primary (K-2), intermediate (grades 3-5), and advanced (grades 6-8). Culled from lists compiled from 1989 to 1993, the trade books listed here offer many opportunities for reading aloud, discussion, and the stimulation of writing. The trade books included in the book were chosen because teachers believe they reflect high literary quality in style, content, structure, beauty of language, and presentation. (RS)

ED 364 872 CS 011 515

Richgels, Donald J.; Barnhart, June E.
Literacy Development in Preschool and Kindergarten Children: Patterns between Groups and across Tasks. Literacy Research Report No. 17.
PUB DATE- Feb 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Comparative Analysis; *Developmental Stages; Early Childhood Education; Invented Spelling; Kindergarten Children; Preschool Children; *Reading Achievement; Reading Research; *Writing Achievement; Writing Research
IDENTIFIERS- *Emergent Literacy

A study examined the concurrent development of reading and writing behaviors in a cross section of preschool and kindergarten children across diverse language and literacy tasks. Subjects, 16 preschool children attending a university laboratory school and 12 kindergarten children from two classrooms in a large suburban school district, were presented with an array of formal and informal language and literacy tasks, including two standardized tests, a previously developed research instrument concerning invented spelling, and two informal tasks. Results indicated several statistically significant relationships between performances on the literacy and language tasks, but the pattern of relatedness was more unified with the kindergarten group and more varied with the preschool group. Findings suggest that even very young children exhibit considerable variety across tasks and from one child to another. (Contains 23 references and 2 data tables.) (RS)

ED 364 873 CS 011 516

Reading Assessment Alternatives. Innovative Assessment.

ED 364 892 CS 214 128

Butler, Syd; Mansfield, Earl

The Evaluation of a Lifewriting Project. Lifewriting in a Grade 8 English Class.

PUB DATE- Dec 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Foreign Countries; Grade 8; High Schools; High School Students; *Personal Narratives; Program Evaluation; *Socialization; Units of Study; *Writing Apprehension; Writing Instruction; Writing Processes

IDENTIFIERS- British Columbia; *Lifewriting; Writing Apprehension Test (Daly and Miller)

Developed for two grade 8 English classes in a large metropolitan high school in British Columbia (Canada), this paper presents the procedures for implementing and evaluating a 6-week unit on lifewriting, the composing of stories based on personal experience. The Lifewriting Curriculum is provided--six lessons including activities in which students first tell and then write a rough draft of a personal story. The paper explains that this writing is guided by five heuristics: a guided listing exercise, a 5-minute forced-writing, using the 5 W's, and developing a cognitive map. The final two lessons provided include peer response and student author exercises. The paper offers student and teacher interviews as assessment of the effectiveness of the program. In addition to students' and teachers' comments, two attitude surveys, administered as pre- and post-tests, are provided measuring student gains in writing confidence and social cohesion. The paper reveals that the results of the Writing Apprehension Test (WAT) indicated that while half the students remained at the same level, some students showed a dramatic dip of 20 to 30 points on the scale. The paper also concluded that the results of the Social Cohesion Test showed some movement in the desired direction but not enough difference to be statistically significant. Twelve references, A "Lesson 1" (75 minutes) Lesson Plan, and A Writing Apprehension Quiz are attached. (NH)

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ED 364 893 CS 214 131

Flachmann, Kim

Terms and Conditions of Employment in the California State University.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Faculty; *Employee Responsibility; Employer Employee Relationship; Employment Practices; Higher Education; Occupational Surveys; *Part Time Faculty; *Personnel Policy; Teacher Employment; *Writing Teachers

IDENTIFIERS- *California State University; English Teachers;

ED 364 913 CS 214 154

Brown, Joanne
Stanislavski in the Literature Classroom: Reading Drama from an Actor's Perspective.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; Discussion (Teaching Technique); *Drama; Higher Education; Instructional Innovation; Literary Devices; Literature Appreciation; *Reader Response
IDENTIFIERS- Narrative Text; Stanislavski (Konstantin); *Text Factors

Literature students can benefit by reading drama from an actor's perspective, using selected principles taken from Constantin Stanislavski's approach to acting commonly known as "the method." Susan Glaspell's one-act play "Trifles" accommodates itself well to Stanislavski's approach, which is based upon a play's "super-objective" or theme. Closely related to the super-objective is the "through-line," the primary objective or "spine" of each character that carries him or her towards a basic goal. Discussing super-objectives, through-lines, and labeling key incidents in the play, students can explore the significance of each incident and position the characters in relationship to the events. Such an exercise can also provide opportunities for students to revise their earlier reading of the text. Students can also discuss stage directions to help readers visualize the actions that the subtext had shaped. Stanislavski's "magic if" (what would the actor as the character do if...?) led students to demonstrate (in writing assignments) keen insights into the characters' motivations and their attitudes towards both themselves and others. Stanislavski's approach, helping readers to account for a playtext's central interest and the complexities of its characters, coaxes "what is not there" from the reader's imagination. (Contains 14 references.) (RS)

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ED 364 914 CS 214 155

Hennings, Dorothy Grant
Communication in Action: Teaching the Language Arts. Fifth Edition.
PUB DATE- 94
NOTE- 525p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Critical Thinking; Educational Philosophy; Elementary Education; *Integrated Activities; Language Acquisition; *Language Arts; Listening Skills; Multicultural Education; *Reading Instruction; *Speech Communication; *Teaching Methods; *Writing Instruction; Writing Processes

By adopting a child-centered approach, this book provides a knowledge base and ideas for prospective language arts or combined language arts and reading teachers to engage children

ED 364 933 EA 025 308

High School Policy: A New Vision for Tennessee High Schools.
PUB DATE- 17 Sep 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Curriculum Development; Educational Assessment; *Educational Objectives; *Educational Policy; Educational Quality; *High Schools; Mission Statements; *School Restructuring
IDENTIFIERS- *Tennessee

This document presents recommendations made by Tennessee's High School Advisory Task Force, with a focus on describing what students should know and be able to do after completing high school. Nine elements that are essential for schoolwide reform are identified: a core curriculum, a focused plan of study, active learning, an integrated curriculum, extra support to meet student needs, assessment of learning, a schoolwide improvement plan, and provision of professional development. Statements about expectations for students are offered in the areas of communications; critical thinking and problem solving; mathematics; science, technology, and society; national and international awareness; arts and humanities; wellness and fitness; career education and work; and personal growth and responsibility. Specifications about what knowledge or skill students should be able to demonstrate accompany each statement. (LMI)

ED 364 934 EA 025 438

Nelson, Linda J.
Restructuring State Education Agencies: Learning from State Leaders. SERVE Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *School Restructuring; State Action; *State Agencies; *State Departments of Education; *State Programs; Statewide Planning

Findings of a study that describes restructuring efforts undertaken by state education agencies (SEAs) are presented in this paper. Data were collected through telephone interviews with SEA officials in 24 states that were actively engaged in restructuring and analysis of SEA documents. Factors that contributed to restructuring included the place of SEA restructuring on the national educational reform agenda, state financial cutbacks, and state involvement in key national school-reform projects. Obstacles to SEA restructuring included "turf" conflicts, entrenched organizational cultures, time constraints, and organized opposition. The respondents offered advice about what their colleagues might expect if they embark upon a major agency reorganization. They mentioned the central role of top leadership in initiating and sustaining restructuring, the importance of communication at all levels, recognition of the business community as a friend, the establishment of ground rules for transition planning teams, and investment in staff development. Respondents raised other

ED 364 953 EA 025 485

Curriculum Leadership and the Principalship.
PUB DATE- 92
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Principals; Public Schools
IDENTIFIERS- *Calgary Board of Education AB

Traditional educational administration research has held that administrative and curricular concerns are separate and unrelated. This study examines the extent to which principals see themselves in a predominantly administrative role, as opposed to an educational-curricular role. Interviews and evaluation were used to determine how principals define curriculum and how they view their role in forming it. The publication contends that curriculum concerns are the heart of education. Chapter 1 includes an introduction describing the goals of the research, methods, questions, and outcome. In chapter 2, issues of curriculum, authority, and the principalship are covered, including the current and emerging paradigms about curriculum, conclusions, and questions. Curriculum, knowledge, and the principalship are covered in chapter 3, including a definition of school knowledge, access to knowledge, and student and teacher views on knowledge. Chapter 4 covers issues of curriculum and professional relationships, including conversational possibilities, and the problems and possibilities of teacher-administrator communication. Chapter 5 examines on a deeper level educational relations and developing concern over them. In chapter 6, the changing paradigms about the principalship and curriculum are examined. Concluding remarks and insights are also included. (Contains 11 references.) (JPT)

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ED 364 954 EA 025 486

Academic Outcomes and Behavior--Identifying Quality Indicators. Brooks School District No. 2092.
PUB DATE- 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Behavioral Objectives; *Community Involvement; *Discipline Policy; Elementary Secondary Education; Foreign Countries; Public Schools; Student Behavior; Student Development
IDENTIFIERS- *Alberta; *Quality Indicators

The Brooks Educational Quality Indicators project tested the premise that quality education in Brooks (Alberta) results from the right blend of attention to academics and developing character within a firm set of behavioral demands. The first stage of the study included data collection on district perceptions from teachers, staff, administrators, and trustees. The second stage of the study examined student perceptions through a former-student survey and telephone interviews, and student behavior using homework completion rates, vandalism,

ED 364 974 EA 025 517

Avila, Linda, Ed.
Integration or Fragmentation: The Impact of Site-Based Decision-Making.
PUB DATE- 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Program Effectiveness; Public Schools; *School Based Management; *School District Autonomy; *School Restructuring; Strategic Planning
IDENTIFIERS- *Texas

Early efforts at site-based decision making in Texas created many diverse questions about how to proceed. In some school districts, the change to a new decision-making balance centered around the district office. In others, strong campus control was established and effective self-governance plans were created. This monograph presents the experiences of different schools involved in site-based decision making. There are 10 chapters by separate authors: (1) "School District Policies Supporting School Renewal," Carl D. Glickman; (2) "Site-Based-Decision-Making: Hot Air or Serious Business," Grant Simpson; (3) "Site-Based Decisions and At-Risk Programs: We Did It Our Way!," Karen Buser; (4) "Grassroots Perceptions of District Office Roles and School Reform," Phillip Payne and Edward Pajak; (5) "Site-Based Decision-Making: Deregulation, School Style," Judy Reinhartz; (6) "Site-Based Decision-Making: The Role of the Central Office Administrators in Decentralization," Gloria McCown; (7) "Superintendents and Site-Based Decision-Making: The Test of Practical Leadership," Mike Boone; (8) "Site-Based Decision-Making and Strategic Planning: Friends or Foes?," James R. LeBuffe; (9) "Curriculum Integrity in an Environment of Decentralized Decision-Making," Claude H. Cunningham; and (10) "A Culture for the Development of Accomplished Rule-Breakers," W. L. Sanders. (Contains 73 references.) (JPT)

ED 364 975 EA 025 518

Food Assistance: Information on Meal Costs in the National School Lunch Program. Briefing Report to Congressional Requesters.
PUB DATE- Dec 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *Cost Effectiveness; Cost Indexes; *Costs; Elementary Secondary Education; *Expenditures; Federal Regulation; Health Programs; *Lunch Programs; Nutrition
IDENTIFIERS- *School Lunch Program

The Food and Nutrition Service (FNS), within the Department of Agriculture (USDA), is responsible for administering the National School Lunch Program (NSLP). Under the provisions of the program, states are reimbursed a set amount of money for each meal served under the program. In 1991 and 1992, the FNS published the results of a survey of a sample of state and local school officials to obtain information on the cost of meals. Overall, the findings suggested that the level of federal reimbursement was roughly equivalent to the national average cost to produce the meal. This document discusses: (1)

ED 364 995 EA 025 541

Booth, Ronald R.
Collective Bargaining and the School Board Member; A Practical Perspective for the 1990s. Revised.
PUB DATE- Oct 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Boards of Education; *Collective Bargaining; Conflict Resolution; Contracts; Elementary Secondary Education; Grievance Procedures; Labor Problems; *Labor Relations; *Negotiation Agreements; Negotiation Impasses; School Districts; Teacher Strikes; Unions

This handbook is designed to serve as a guide to help school boards understand collective bargaining and the labor-management relationships in their districts. Chapter 1 describes what school-board members need to know. Chapter 2 discusses some of the political and legal realities that school boards face in the collective-bargaining process. Chapters 3 and 4 depict how bargaining works and describe some alternative bargaining styles. The fifth chapter examines the board's reaction to union demands, with a focus on building credibility. Chapters 6 and 7 offer guidelines for preparing to bargain and understanding roles and responsibilities. The eighth and ninth chapters describe strategies for resolving a negotiation impasse and responding to a teachers' strike. Ten concluding recommendations are offered in the final chapter. Four tables and a glossary are included. (LMI)

ED 364 996 EA 025 543

Darling-Hammond, Linda, Ed.
Professional Development Schools: Schools for Developing a Profession.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Institutes (Training Programs); *Professional Development; School Restructuring; *Teacher Centers; *Teacher Education
IDENTIFIERS- *Professional Development Schools

This book describes a recent trend in the school restructuring movement--the professional-development school. These schools are committed to the acquisition and sharing of knowledge among all members of the educational community and depend on research-practitioner collaboration. In nine chapters, contributors explain the function, structure, and philosophy of the professional-development school. Contents include: (1) "Developing Professional Development Schools: Early Lessons, Challenge, and Promise" (Linda Darling-Hammond); (2) "Wells Junior High School: Evolution of a Professional Development School" (Lynne Miller and David L. Silvernail); (3) "In Pursuit of a Dual Agenda: Creating a Middle Level Professional School" (Pamela L. Grossman); (5) "Perils and Potentials: A Tale of Two Professional Development Schools" (Jon Snyder); (6)

ED 365 015 EC 302 640

Russo, Daniel J.

Use of a One Day Training Program for Human Services Professionals To Increase Their Understanding of Attention Deficit-Hyperactivity Disorder and Its Ramifications for Adoptive Families.

PUB DATE- 14 Jun 93

NOTE- 106p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Adopted Children; Adoption; Adoptive Parents; *Attention Deficit Disorders; Elementary Secondary Education; *Human Services; *Hyperactivity; Inservice Education; Instructional Materials; Parent Education; *Professional Continuing Education; Program Development; Program Effectiveness; Social Workers; Training Methods

This practicum was designed to increase the ability of human services professionals to provide knowledgeable and effective direction and support for adoptive parents of children with attention deficit-hyperactivity disorder. A 1-day training program and materials were developed to reach the goal, and two social workers were trained to present the program to four groups of human services professionals, which included social workers, adoption workers, and related professionals and paraprofessionals. Content of the program consisted of motivational activities, description of the disorder, explanation of diagnosis and treatment, and consideration of case management. A reference handbook was produced for each participant, as well as an informative brochure for use with participants' clients. Results of the practicum indicated significant increases in specifically identified areas of knowledge. Appendices provide a post-test and other materials used in implementing the practicum. (Contains approximately 80 references.) (JDD)

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ED 365 016 EC 302 641

Purcell, Nancy Mari

A Transition Model for Personal Empowerment of Learning Disabled Young Adults Exiting from High School to the Work Force or a Post-Secondary Educational Setting.

PUB DATE- 93

NOTE- 118p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Advocacy; Agency Cooperation; Career Exploration; College Day; Communication Skills; *Cooperative Programs; *Education Work Relationship; Higher Education; High Schools; High School Students; Interpersonal Competence; *Learning Disabilities; Mentors; *Models; Parent Participation; Postsecondary Education; Program Development; Program Implementation; *Transitional Programs; Vocational Evaluation

IDENTIFIERS- Empowerment; *Individualized Transition Plans

This practicum developed a comprehensive Individual Transition Plan (ITP) model for five high school students with learning disabilities, in which social skills, advocacy, communication skills, career evaluation, and postsecondary concerns were explored through the collaborative efforts of school personnel, community members, outside agencies, the student, and the

ED 365 038            EC 302 663

Drum Jean, Ed.
Parenting the Gifted.
PUB DATE- Jun 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Child Development; Childhood Needs; *Child Rearing; Elementary Secondary Education; *Gifted; Interpersonal Communication; Middle Schools; *Parent Child Relationship; *Parent Student Relationship; Self Concept; Student Needs; *Talent

This theme issue focuses on techniques for effectively parenting gifted students. In "Parenting the Middle School Gifted Child," Sharon Freitas provides suggestions for communicating with adolescents and understanding their needs as they strive for increasing independence. "In Search of the Owner's Manual" (Terrie Gray) documents the search for a child-rearing formula. "An Adolescent Already! Understanding and Meeting the Needs of Your Developing Gifted Child" (Richard Swart) reviews the development of gifted children and describes how these developmental differences often account for school problems, difficulties in family relationships, and emotional problems. "Gifted Kids Don't Come with a Set of Instructions" (Fran Westbrook) discusses the gifted label, the need for permission to fail, the need for a stimulating home environment, teaching responsibility, underachievement, and advocacy. "Self-Concept and the Gifted Child: Executive Summary" (Robert D. Hoge and Joseph S. Renzulli) addresses differences between gifted and average children in their self-concepts, effects on self-concept of labeling a child, and impact on self-concept of placing the child in a separate enriched or accelerated classroom. Other articles include: "How To Build Achievers" (Laura Hathaway); "A Mother's Joy, A Teacher's Reward" (Margaret Gosfield); "Musing on Parental Modeling" (Martha Flournoy); "Advocacy Notes" (Martha Flournoy); "Homeschool: Where Present and Future Meet" (Isabelle Nidever); "Resources for Parents: A GATE Reading List" (Jo Anne Viserta-Galinis); and "Mentoring: It's Not Just for Our Children!" (Sue Benzinger). (Most papers contain references.) (JDD)

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ED 365 039            EC 302 664

Drum, Jean, Ed.
Talent Development.
PUB DATE- Sep 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Art Education; Educational Change; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Integrated Curriculum; Minority Groups; School Restructuring; Student Evaluation; *Talent; *Talent Development; *Teaching Models; Visual Arts
IDENTIFIERS- Schoolwide Enrichment Model

This theme issue on talent development in students who are gifted or have special talents contains several feature articles, editorials, and a calendar of events. Articles have the following titles and authors: "Talent Development in Education" (John F. Feldhusen) proposes four domains for fostering talent

ED 365 058 EC 302 683

Staub, Debbie; Hunt, Pam
The Effects of a Social Interaction Training Intervention on the Social Behaviors of Nondisabled Secondary-Aged Students toward Their Schoolmates with Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 27 Oct 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Helping Relationship; High Schools; High School Students; *Instructional Effectiveness; Interaction; Interaction Process Analysis; *Interpersonal Competence; Intervention; Outcomes of Treatment; *Peer Relationship; Peer Teaching; *Severe Disabilities; *Social Behavior; *Student Behavior; Training Methods

Eight high school students who were peer tutors in a classroom for students with severe disabilities were matched in pairs and then randomly assigned to interact with and serve as a partner for a classmate with severe disabilities. One participant in the pair received social interaction training, and one participant did not. Statistical analysis indicated that the social interaction training increased the frequency of initiations directed from the nondisabled students toward their partners with severe disabilities. Additionally, there was an increase in the proportion of interactions that were social in nature, with a resulting decrease in the frequency of task-related interactions. There was also a significant increase in targeted social behaviors of the participants with severe disabilities associated with the increase in social interactions with their nondisabled partners. (Contains 40 references.) (Author/JDD)

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ED 365 059 EC 302 684

Rainforth, Beverly
The Effects of Full Inclusion on Regular Education Teachers. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 9 Nov 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Philosophy; *Educational Practices; Elementary Education; Elementary School Students; Ethnography; *Mainstreaming; *Normalization (Disabilities); Qualitative Research; *Severe Disabilities; Social Integration; *Teacher Attitudes
IDENTIFIERS- Johnson City Central School District NY

This study used an ethnographic research methodology to identify effects of inclusion of students with severe disabilities on regular class teachers at the Harry L. Johnson Elementary School in Johnson City, New York. The school has been gradually integrating students with severe disabilities into regular classes since 1986. As of the 1991-92 school year, students with severe disabilities had been integrated into regular kindergarten classes for 5 years, first grade for 4 years, second grade for 3 years, third grade for 2 years, and fourth

ED 365 078 EC 302 703

Meehan, Teresa M.
Characterizing the Communicative Ability of FPAS Children.
PUB DATE- 18 Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Atlanta, GA, April 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Developmental Stages; Etiology; Evaluation Methods; *Fetal Alcohol Syndrome; Grammar; *Language Acquisition; *Language Impairments; Pragmatics; Short Term Memory; *Special Health Problems; Young Children

This paper considers etiological factors associated with fetal alcohol syndrome (FAS), presents a critical review of current findings on language deficits and FAS, and proposes a direction for future research which takes into account the semiotic aspects of language development. Criteria for establishing FAS as well as other typical characteristics are identified. Discussion focuses on methodological issues around findings that young FAS children often show delayed language development, produce less complex grammatical forms than linguistically matched younger normals, and perform more poorly on recall of short term memory tasks than younger children of normal intelligence. Researchers are urged to evaluate language skills in the context of real life communication situations and semiotic aspects including the use of eye contact and gestures. Tables detail the literature review. (Contains 52 references.) (DB)

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ED 365 079 EC 302 704

Education of Children with Attention Deficit Disorder. Proceedings of the Forum (Washington, D.C., January 27-29, 1993).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jan 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Attention Deficit Disorders; Disability Identification; Drug Therapy; Educational Practices; Elementary School Students; Elementary Secondary Education; Federal Programs; Information Sources; *Intervention; Medical Services; *Research and Development; Secondary School Students; *Student Evaluation; Student Placement; *Theory Practice Relationship

These proceedings from a January, 1993, forum on the education of children with attention deficit disorder (ADD) focuses on the activities of five federally funded centers: the Arkansas Children's Hospital Research Center on Attention Deficit Disorder; the University of Miami (Florida) Center for Research on Attention Deficit Disorder; the Research Triangle (North Carolina) Institute, Attention Deficit Disorder Intervention Center; the University of California, Irvine, Attention Deficit Disorder Intervention Center; and the Federal Resource Center at the University of Kentucky. Researchers from each center

ED 365 097 FL 021 591

Derbyshire, William W.
A Basic Reference Grammar of Slovene.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Grammar; Native Speakers; Reference Materials; *Second Language Learning; Slavic Languages; *Slovenian; Uncommonly Taught Languages

This reference grammar is intended for adult speakers of English who are at the elementary through the intermediate levels of acquisition of the Slovene language. It begins with a brief description of the Slovene language, its major dialects and its place among the Slavic languages. Information on the alphabet, pronunciation, and spelling rules follows. The major part of the work treats the major categories of speech: nouns, adjectives, pronouns, numeral declensions, and verbal conjugations. There are brief sections treating prepositions, adverbs, information on syntactic constructions relevant to the early stages of Slovene language study, and word order and word formation. Word and subject indexes and a bibliography are included. (Contains 30 references.) (Author)

ED 365 098 FL 021 593

Dooley, Robert A., Ed.; Meyer, Jim, Ed.
Work Papers of the Summer Intitute of Linguistics, 1993. University of North Dakota Session, Volume 37.
PUB DATE- 93
NOTE- 186p.; For individual papers, see FL 021 594-599.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Grammar; *Kinship Terminology; Linguistic Theory; *Phonology; *Quechua; *Spanish; Structural Analysis (Linguistics); Suffixes; Syntax; Uncommonly Taught Languages
IDENTIFIERS- Clitics; *Seri; *Zapotec

This volume of work papers from the Summer Institute of Linguistics includes the following: "Goals and Indirect Objects in Seri" (Stephen A. Marlett); "Seri Kinship Terminology" (Mary B. Moser and Stephen A. Marlett); "Quiegolani Zapotec Phonology" (Sue Regnier); "Role and Reference Grammar" (Robert D. Van Valin, Jr.); "The Binding Properties of Quechua Suffixes" (David Weber); and "Obligatory Dative Clitic Doubling in Spanish" (Karol J. Franklin). (JL)

ED 365 099 FL 021 594

Marlett, Stephen A.
Goals and Indirect Objects in Seri.
PUB DATE- 93
NOTE- 21p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 365 119 FL 021 695

Ma, Bruce Ka Cheung
Small-Corpora Concordancing in ESL Teaching and Learning.
PUB DATE- Sep 93
NOTE- 20p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Computer Assisted Instruction; *Course Descriptions; *English (Second Language); Foreign Countries; *Indexes; Second Language Instruction; *Teaching Methods

For many years, computerized concordancing has been the domain of computational linguists, lexicographers, and dictionary compilers working with large corpora of millions of words. The use of small-corpora concordancing in English-as-a-Second-Language (ESL) settings is a relatively new application and has sparked keen interest among researchers and teachers since the mid-1980s. This paper discusses the use of small-corpora concordancing in three domains of ESL: (1) syllabus design and evaluation; (2) classroom teaching; (3) test construction. In particular, the classroom concordancing approach as an evolving ESL methodology is discussed with reference to its rationale, its potentials, its current applications, and its impact. The paper concludes with some critical comments on what has been achieved so far with small-corpora concordancing and points out some directions for the future. (Author/JL)

ED 365 120 FL 021 696

Byron, Shelagh; And Others
Interdisciplinary Dimensions of Debate.
PUB DATE- Sep 93
NOTE- 23p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Faculty; Comparative Analysis; *Debate; *English (Second Language); Foreign Countries; Higher Education; Law Related Education; *Oral Language; *Persuasive Discourse; Philosophy; Political Science; Second Language Instruction; Social Sciences
IDENTIFIERS- University of Hong Kong

This paper attempts to survey some of the activities that fall under the umbrella of "debate" at Hong Kong University by focusing on a variety of disparate practices across the university, ranging from one-to-one argument to legal moots, from informal classroom discussions to departmental and cross-faculty debating events and participation in international competitions. It compares views from different sources on the importance of development and demonstration of argumentative oral skills through the medium of English. It briefly investigates the questions of professional relevance and pedagogic purposes of training in oral argumentation within the different departments with reference to cognitive and language skills development, and describes the current approaches and activities supported by these departments as well as the cross-curricular activities of the Debating Society and the English identify resources to provide services and activities to enable individuals with disabilities to succeed in vocational education and in the world of work. Throughout the planning process, local councils should address 10 key questions related to vocational education programs and special services with disabilities. Included among the issues addressed in the questions are the following: the number of students requiring services, current job market, available resources, determination of who is responsible for supporting and/or coordinating vocational programs and special services, and procedures for collecting and using follow-up data. (MN)

ED 364 655 CE 063 479

Cope, Bill; And Others
National Framework of Adult English Language, Literacy and Numeracy Competence. Draft.
SPONS. AGENCY- Victoria Ministry of Education, West Melbourne (Australia).
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; *Communication Skills; Competence; *Competency Based Education; *Curriculum Design; Educational Assessment; Foreign Countries; Interpersonal Communication; *Literacy; *Numeracy; *Social Environment; Social Influences; Work Environment
IDENTIFIERS- *Australia

This document presents a framework for teaching language, literacy, and numeracy as the central elements of competence for work and social activity in Australia. The framework contains guidelines that set the overall agenda for curriculum and assessment, with which the needs of workplaces, educational institutions, and community groups can be considered in designing a local curriculum. The first four sections give background information, introduce and describe the framework, and explain how to use it for curriculum development and assessment. The framework itself is first illustrated in six charts giving an overview of the following: six aspects (procedural communication for performing tasks, technical communication for using technology, personal communication for expressing identity, cooperative communication for interacting in groups, systems communication for interacting in organizations, and public communication for interacting with the wider community); three stages of each aspect (assisted, independent, and collaborative competence); competence statements for each stage; and more detailed competence statements for the four phases of each stage (reflecting on experience, engaging in activities, broadening applications, and critically reviewing). The charts are followed by a full-page listing of each stage with specific examples given for the competence statements. The final section contains six charts giving an overview of the related social activity competence framework. (KC)

ED 364 656 CE 064 522

Tech Prep Serving Franklin County Regional Delivery System, Rend Lake Area Regional Delivery System, Rend Lake College. Final Narrative.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

are introduced and related to the environment of accelerating change in vocational education. Part 2 contains the following case studies and reflective articles on networks in action: "The Networked Organization" (Watson); "Franchising: Networking the New HE (Higher Education)" (Muller); "Credit and the Networked Learner in Higher Education" (Hilton); "The Management Charter Initiative Network: A Case Study in the Creative Use of Secondment" (Nasta); "Competence with Commitment--Developing a British/German Dual Qualification" (Sampson); "Networking in Libraries" (Wilson); "European Networks--A Response to the Challenge of Europe" (Funnell, Gulc). Presented in Part 3 are the following analyses networking's potential for enhancing individual learning: "Gender, Mentoring, and Networking" (Woodd), "Action Learning Sets" (Lilley); "Networks and Personal Learning" (Wrycza), and "Networking and Research--Creating a Research Unit within a Context of Professional Education" (Robinson). Part 4 considers networking as a strategy for managing vocational education institutions in an environment of change and presents 12 guidelines for successful networking. Some articles include substantial bibliographies. (MN)

ED 364 675 CE 065 153

Funnell, Peter; Muller, Dave
Vocational Education and the Challenge of Europe: Responding to the Implications of the Single European Market. New Developments in Vocational Education.
PUB DATE- 91
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Case Studies; College Programs; Coordination; *Curriculum Development; *Educational Change; Educational Cooperation; *Educational Needs; Educational Planning; Educational Strategies; Educational Trends; Foreign Countries; Futures (of Society); Global Approach; *International Cooperation; International Trade; Labor Force Development; Organizational Change; Partnerships in Education; Postsecondary Education; Program Development; *Vocational Education
IDENTIFIERS- *European Community; *United Kingdom

This book examines the impact of the single European market (SEM) on vocational education in the United Kingdom. Part 1 consists of two chapters: "The Single European Market--Its Rationale and Consequences" (Peter Luff) and "The Single European Market--Uncertain Implications and the Vocational Educational Challenge" (Colin Hancock). Discussed in Part 2 are the following elements of a coordinated framework for meeting the challenge of the SEM: developing an educational strategy for Europeanization, promoting a curriculum response, delivering curriculum change, managing institutional change, and promoting human resource development. Part 3 contains the following case studies: "Developing a Curriculum Response: The Bachelor of Arts (BA) (Hons) Business in Europe Degree at Manchester Polytechnic" (Frank McDonald); "Developing a Coordinated Response in Further Education: The Cambridgeshire 1992 Project" (Brian Bonney); "Responding to the Free Movement of Professional Labour: Curriculum Developments in Diagnostic Radiography" (Geoff Bemrose, Christine Dobson); "Promoting Initiatives in European Partnership: The Workers' Educational Association" (Mel Doyle); and "Learning from Experience: A European Partnership in the Agricultural Sector" (Stefan Drew).

was developed for use in a course of six 2-hour sessions for hospital employees working in the environmental services and nutritional services departments, is intended to enhance basic math skills and develop reasoning and problem-solving skills. It consists of a series of session outlines and activities in which students are asked to use workplace- or home-related situations to set up word problems involving fractions, decimals, or percents. The following topics are covered in the sessions: estimating/rounding, problem solving, operations involving fractions, fraction word problems, decimal skills and decimal word problems, and percent skills and percent word problems. Each session guide includes some or all of the following: objective, list of required materials, instructor's notes pertaining to the session learning activities, session introduction, instructional text, and one or more learning activities. Concluding the module is an answer key. (MN)

ED 364 694 CE 065 183

Opportunity Ladders: Can Area Employment Possibilities Improve the Prospects for Washingtonians in Long-Term Poverty?
PUB DATE- 88
NOTE- 120p.; Prepared by the Committee on Strategies to Reduce Chronic Poverty.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; *Economically Disadvantaged; *Economic Opportunities; Employed Parents; Employed Women; *Employment Opportunities; Employment Potential; Employment Services; *Job Training; Low Income Groups; Mothers; Poverty; Racial Discrimination
IDENTIFIERS- *District of Columbia

Researchers have investigated whether significant numbers of people can earn their way out of long-term poverty. Statistics show that between 1980 and 1986, the number of District of Columbia residents living in poverty increased by 8 percent. Between 1970 and 1980, the numbers of poor people living in the same area with other poor people increased; and of the total 1986 population in poverty, 82 percent were black. If successful, an employment-based strategy could be of direct benefit to significant numbers of poor DC residents, since many working-age adults were poor because full-time employment at the wages they could command was not enough to lift their households out of poverty. Discrimination by race in employment might be a problem. Jobs are available, but many are low paying, short term, and offer little hope for advancement. Funding by federal and DC governments and the private sector exists for employment and training activities. Employment barriers confronting all poor workers include the importance of skills, importance of transportation, and factors limiting access to job opening information. Challenges confronting poor men are their criminal records and sale of illicit drugs. Poor women are confronted with lower wages; poor single mothers must find child care. The following difficulties are associated with employment training: evaluation, coordination, federal requirements, retention, upgrading, remediation, child care, recruitment of men, and transition services. (Contains 36 references.) (YLB)

ED 364 695 CE 065 184

Donaldson, William S.
Fast Track. Summer Academic Skills Enhancement Program, 1993.

This set of lessons is designed as a home study course to help individuals come to terms with their finances. Lesson 1 explains the following steps in developing a financial action plan: determining priorities, setting financial goals, analyzing cash flow, planning spending, developing spending guidelines, making written spending plans, planning for savings, and reviewing spending. Discussed in Lesson 2 are the following aspects of recordkeeping: benefits of recordkeeping, important property and financial records and papers to keep on file, development and organization of personal recordkeeping and home filing systems, and yearly overhauls of recordkeeping systems. Lesson 3 addresses the following issues related to using credit wisely: decisions regarding use and amounts of credit, danger signals, costs of credit, guidelines for shopping for credit, different types of credit, credit records, credit rights, credit responsibilities, and women and credit. Examined in Lesson 4 are various considerations involved in purchasing insurance (identifying financial risk, minimizing risk, accepting or sharing risk, and transferring risk) and the features of different types of insurance (health, disability, life, car, and property and casualty). Each lesson includes suggested activities and worksheet(s). (MN)

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ED 364 715 CE 065 243

Women Who Maintain Families. Facts on Working Women No. 93-3.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Economically Disadvantaged; *Employed Parents; *Employed Women; Employment Level; *Employment Patterns; Employment Statistics; Family Structure; Low Income Groups; *Mothers; *One Parent Family; Poverty

In 1992, 12 million families were maintained by women in the United States--a figure that more than doubled since 1970 when there were only 5.6 million such families. They accounted for 14.8 percent of all families in 1980 and 17.6 percent in 1992. Women maintained 3.5 million Black families in 1992; this represented nearly half of all Black families in the United States. One of every four Hispanic-origin families was maintained by a woman. Women who maintain families were very active in the labor force. Single women with children under age 18 participated at a rate of 52.5 percent; widowed mothers, 61.4 percent; married mothers with absent spouses, 63.7 percent; and divorced mothers, 80.3 percent. Nearly 75 percent of employed women who maintained families with children under 18 worked full time. Families maintained by women had the lowest median income of all family types in 1991. Women who maintained families, especially those with children under age 18, had more serious socioeconomic problems than other women in the population, including higher unemployment and lower average educational attainment. The total number of families maintained by women below the poverty level increased from 3.0 million in 1980 to 4.2 million in 1991. Women in female-headed families followed similar employment patterns: working in technical, sales, and administrative support positions; many worked in such occupations as food, health, and cleaning and building service. (YLB)

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ED 364 716 CE 065 247

This volume presents information on secondary vocational education compiled by the recently completed National Assessment of Vocational Education. Chapter 1 provides information about regional, district, and school-level availability of vocational education and the institutions that provide it. It reports the following: availability differs by region, size, and urbanicity of district and among different types of institutions; instructional options are most available in larger districts and in districts located in suburban areas; and students with access to area schools probably have a greater opportunity to enroll in occupationally specific courses. Chapter 2 is an extended exploration of coursetaking patterns in academic and vocational education from the high school classes of 1969-1987. The following trends are noted: a gradual and then steep increase in total credits throughout the period, a decline in academic and an increase in vocational coursetaking in the 1970s, and a resurgence of academic coursetaking in the 1980s accompanied by a slight decline in vocational coursetaking. Chapter 3 examines two sets of outcomes of vocational education--mathematics achievement and early labor market experience. Findings show the following: mathematics enrollments increased dramatically, mathematics skills can be learned outside of traditional mathematics courses, and about 38 percent of all occupationally specific vocational courses were used in skilled jobs 1 month after graduation. Contains 71 tables and 13 references. (YLB)

ED 364 733 CE 065 292

Inger, Morton
Teacher Collaboration in Secondary Schools. Centerfocus Number 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Cooperative Planning; Educational Change; *Educational Cooperation; *Integrated Curriculum; Secondary Education; *Teacher Role; *Team Teaching; Teamwork; *Vocational Education

Most current major educational reforms call for extensive, meaningful teacher collaboration. Teachers who have worked together see substantial improvements in student achievement, behavior, and attitude. For teachers, collegiality breaks the isolation of the classroom and brings career rewards and daily satisfactions. Schools benefit for a number of reasons: teachers and administrators learn together; teachers are better prepared to support one another's strengths and accommodate weaknesses; schools become better prepared and organized to examine new ideas, methods, and materials; and teachers are organized to ease the strain of staff turnover. Generic barriers to teacher collaboration include norms of privacy and subject affiliation and departmental organization. More specific barriers stand between vocational and academic teachers--status differences, departmental walls, and physical separation. Teachers who work together realize that they are interdependent and need to dovetail instruction to ensure they are reinforcing one another's teaching. Support for vocational-academic teacher collegiality and collaboration has six dimensions: symbolic endorsements and rewards that place value on cooperative work, school-level organization of assignments and leadership, latitude given to teacher for influence on standards and certification systems in 20 selected occupations were reviewed to identify the following: their common characteristics, barriers to their development and use, benefits of standards and certification to employers and workers, and actions taken by the federal government concerning their development and use. Eight systems were selected for further review: automobile mechanic; medical records technician; heating, ventilation, and air conditioning service technician; operating engineer; medical or clinical laboratory technician; welder; printing technician; and craftworker (stone mason and carpenter). Information gathered about these programs included origin, examinations, recertification, size, and funding. Information on planned federal actions was gathered through interviews with labor and education officials and perusal of announcements from the government. Findings were as follows: (1) organizations and industries sponsoring skill standards and certification systems believe that the systems are worthwhile, but little data are available to assess such beliefs; (2) the six most commonly identified obstacles to the development of standards and certification systems were high costs, long time periods for acceptance, difficulties in developing industry coalitions and reaching agreement on standards, lack of structure, and lack of uniform occupational definitions; and (3) the Departments of Education and Labor believe the systems have value and are promoting them. Common elements among systems that were reviewed included the following: industry ownership and control, recertification requirements to keep certificate holders' skills current, national portability of credentials, integration of industry standards with education providers through an accreditation program; and a requirement for recertification. (This report includes four appendixes: a table of occupations selected and criteria for selecting them; profiles of certification systems for the eight occupations selected; a list of skill standards development grants; and a list of major contributors to the report.) (KC)

ED 364 753          CE 065 321

Massachusetts Career Development Institute in Partnership with the Geriatric Authority of Holyoke, Massachusetts. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 113p.; For the 1992 Final Report, see ED 353 450.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; English (Second Language); High School Equivalency Programs; *Literacy Education; Long Term Care; Medical Services; *Nursing Homes; On the Job Training; *Outcomes of Education; *Program Effectiveness; *Program Implementation; Residential Care; Second Language Instruction
IDENTIFIERS- *Workplace Literacy

The Massachusetts Career Development Institute (MCDI) refined and expanded the existing program of Workplace Education at the Geriatric Authority of Holyoke (GAH), Massachusetts. The 18-month program provided educational and support services on site to 60 employees at the GAH. Classes were held in English as a second language, adult basic education, and high school equivalency test preparation. MCDI staff also provided ongoing educational and personal counseling, motivational workshops,

PUB DATE- 25 Mar 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; Adult Education; College Programs; Community Programs; Distance Education; *Educational Needs; Foreign Countries; *Government Employees; Government Role; Higher Education; *Immigrants; *Program Development; *Settlement Houses; Training; *Welfare Services
IDENTIFIERS- *British Columbia

A study examined the education and training needs of immigrant settlement workers in British Columbia (Canada) and the feasibility of meeting their needs through open learning. Information was gathered using the following methods: 119 questionnaires collected from settlement workers, focus group discussions with 40 settlement workers, telephone interviews with the directors of 25 immigrant-serving agencies, focus groups with 12 representatives of mainstream organizations, a focus group with 9 representatives from ethnic communities in the Lower Mainland, a 1-day program planning workshop, and a review of settlement worker training programs in Alberta and Ontario (Canada). Two main conclusions and recommendations emerged from the study: (1) the settlement community in British Columbia should form a partnership with a provincial postsecondary institution to develop an entry-level or basic skills training program for settlement workers, either in an open-learning format or in a classroom-based community college program; and (2) the Open University should consider developing a postbaccalaureate diploma program for settlement workers and other professionals seeking more advanced training in cross-cultural and multicultural issues. (This report includes 21 references, the immigrant settlement worker questionnaire, the directors' interview protocol, and a list of study participants.) (KC)

ED 364 771 CE 065 396

Lifelong Learning and Human Resource Development. A Submission to the British Columbian Human Resource Development Project.
PUB DATE- 15 Jan 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Distance Education; Economic Development; *Educational Innovation; *Educational Needs; Educational Planning; Educational Television; Educational Trends; Foreign Countries; *Futures (of Society); *Government Role; Higher Education; Labor Force Development; Program Development; *Skill Development; Statewide Planning
IDENTIFIERS- *British Columbia

A significant increase in investment in lifelong learning must be made if Canada is to maintain its economic competitiveness. Without lifelong learning, British Columbia (Canada) will not have the skill base it needs to survive in the global economy of the 21st century. Many students go through the conventional education system without developing the skills necessary for lifelong learning. By the year 2000, full-time students under 25 years of age will be a minority in university and college programs. The number of adults who will require lifelong feeling of not wanting to attend school and where many students, although all average to above average in intelligence, were not attaining consistent scores for achievement in relation to their potential. A 12-week program was developed and implemented for the classroom, consisting of 30-minute sessions. Hands-on activities were used to develop the students' knowledge, understanding and enhancement of their understanding of self and others, recognizing strengths and weaknesses, recognizing improving interests and abilities, communicating more effectively, learning the value of teamwork, and learning how to problem solve. Parents of the students were an integral part of the program, attending two evening sessions with their children. Each parent-child agenda lasted 2 hours and included parenting strategies in communication skills and discipline, plus tips on how to help their child succeed in school. Analysis of the charts and surveys completed showed that not one student's mathematics or reading final scores decreased and nearly one-half of the students increased their academic final scores. On the attendance chart, student attendance improved with only a few exceptions. Students changed their attitudes about school, exhibited a better rapport with peers, and the teachers responded favorably to the program. (Author/NB)

ED 364 791 CG 025 110

Mulry, Gregg
Resilience and Vulnerability in Children of Problem Drinkers: A Review and Proposal for Further Research.
PUB DATE- 1 Feb 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Alcohol Abuse; *Alcoholism; *Children; Coping; Drinking; Individual Characteristics; *Parent Child Relationship; Personality Traits; Stress Variables
IDENTIFIERS- Children of Alcoholics; *Resilience (Personality); *Vulnerability

This document presents a conceptual framework within which to view variability in parental alcoholism and children's exposure to alcoholism. The framework considers both individual characteristics of the children and ecological factors. A review of relevant literature on stress, coping, and adaptation among children and adolescents examines the literature on resilient children and on children of alcoholic parents. A study is proposed that would examine resilience and vulnerability in children from alcoholic families. The study design is described, the desired sample is discussed, and a variety of measures are suggested. Several parental alcoholism measures are considered. Two intervention measures are suggested, the Levine Task and the Embedded Figures Task. Physiological measures recommended include sphygmomanometer readings. A number of child and adolescent measures are considered, including measures of demographic information, the Life Events Checklist, the Adolescent Coping Orientation for Problem Experiences, and the Sentence Completion Test. Two measures are included for assessment of the family and social environment and another two measures focus on sibling relationships. Other measures suggested for the study include the Hassles Scale, the Child Behavior Checklist, and the Middle Childhood Temperament Questionnaire. A recommended procedure use; (3) target hard-core drug users for treatment; (4) reduce drug-related violence; (5) promote certainty of punishment; (6) support research to assist treatment providers to more effectively treat drug addicts; (7) reinvent drug control programs; and (8) seek to increase international commitment to narcotics control. It is noted that the Administration's immediate efforts will include several straightforward initiatives that are the foundation for a new National Drug Control Strategy. These four initiatives are described in the four major sections of this interim report. Section I focuses on reducing demand. Section II emphasizes reducing drug-related violence. Section III concentrates on streamlining government and empowering communities. Section IV centers on providing international leadership and supporting the anti-drug policies around the world. The conclusion notes that the anti-drug effort will not be just a federal undertaking, but will be a collaborative one that includes state and local governments, the private sector, schools, religious institutions, community groups, and the efforts of individual Americans. (NB)

ED 364 814          CG 025 137

Gould-Stuart, Joanna
Substance Abuse Prevention and Intervention Programs in New York City Public Schools: The 1991-1992 School Year. OREA Report.
PUB DATE- Oct 93
NOTE- 80p.; For related documents, see CG 025 137-139.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Intervention; *Prevention; Program Effectiveness; Public Schools; *Pupil Personnel Services; Secondary School Students; *Student Attitudes; Student Behavior; *Substance Abuse; *Urban Education
IDENTIFIERS- *New York City Board of Education

This report covers the second year (1991-1992) of a 3-year study of substance abuse prevention and interventions programs in the New York City public schools. Included are findings from a survey of 891 students who received substance abuse intervention services in the schools, and from a field study in 12 sample schools focusing on services that the first year's study had identified as warranting close attention, including peer programs, staff development, and parent involvement. Chapter I describes the background of the project, briefly reviewing findings of the 1990-1991 study before turning attention to the current study. Chapter II presents the results of the survey of students participating in intervention counseling. Chapter III discusses the SPARK Peer Players' role in the high school substance abuse prevention program. Chapter IV describes staff development offered by Substance Abuse Prevention and Intervention Specialists (SAPIS) and parent outreach efforts. Chapter V offers evaluators' conclusions and recommendations based on the data analyzed in this report. The document concludes that intervention services and consistent support from professional staff are vital for at-risk youth, and that peer programs are effective prevention strategies, but need to be supported by district administrators, school staff, and parents, and efforts to involve both teachers and parents in substance abuse prevention need to be increased. (Author/NB)

ED 364 815          CG 025 138

Gottlieb, Nina; Schehl, Margaret

Education Act Title I; *Pullout Programs

A study investigated the effectiveness of an Elementary and Secondary Education Act (ESEA) Pull-out program on the reading achievement of Hispanic fifth- and sixth-grade participants. Earlier research on the effectiveness of such programs was inconclusive. Subjects, 30 randomly chosen students from a Chicago public school who received instruction in an ESEA Pull-out program while in fourth and fifth grade and 30 randomly chosen students from the regular reading program, completed the Iowa Tests of Basic Skills, which served as the pre- and posttests. Results indicated no significant changes in reading achievement of both groups. (One table of data is included; contains 19 references). (RS)

ED 364 834 CS 011 475

Bergeron, Bette S.; Rudenga, Elizabeth A.
Delineating and Undefining Thematic Instruction.
PUB DATE- Dec 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; Curriculum Design; Elementary Education; Elementary School Teachers; Higher Education; *Instructional Design; Program Implementation; Reading Research; *Teacher Attitudes; *Thematic Approach

A study, considering the needs of both classroom teachers and university-based instructors, examined how teachers delineated thematic instruction and translated that conception into practice. A total of 20 teachers, representing 17 classrooms, were observed as they implemented thematic instruction. Team-teaching was observed in two classrooms with student teachers and within a kindergarten program involving a language development specialist. The primary data source was guided interviews conducted individually with each teacher participant after the thematic unit had been completed. Ongoing analysis of the interview transcripts indicated: (1) teachers perceived there was an underlying core to the themes they implemented; (2) teachers described the activities generated from the theme core to be personal, active, integrative and purposeful; (3) teachers reported that barriers such as time constraints, curriculum demands, traditional thinking, and uncertainty obstructed and hampered their implementation of thematic instruction. Findings suggest that research and inservice training programs should be more cognizant of the uncertainties some teachers feel when faced with making instructional change, particularly within settings where traditional thinking is prevalent. (Figures representing models of teacher participants' delineation of thematic instruction and of teacher participants' perceptions of barriers to theme implementation are included.) (RS)

ED 364 835 CS 011 476

Herrmann, Beth Ann; And Others
Building Professional Contexts for Learning for Preservice and Inservice Teachers and Teacher Educators: Reflections, Issues and Questions.
PUB DATE- Dec 93
NOTE- 50p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).

complex network of knowledge and experience about multicultural education; (2) the teachers held rationales about multicultural/nonsexist policies that agreed with the overall intent of the state mandate; (3) the teachers saw their role in multicultural education as a provider of experiences that would enhance students' understandings of themselves and the world around them; (4) the ways in which teachers presented lessons and discussed teaching were consistent across language arts and multicultural education; and (5) the greatest impact in teachers' understandings of multicultural education was imbedded in their understandings of teaching and learning. (One figure of data is included; 16 references and the state code describing the multicultural/nonsexist education policy are attached.) (RS)

ED 364 854 CS 011 495

Brown, M. Christopher, II
The Comprehension of Traditional Negro Spirituals: The Meaning and the Message of the Music.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Culture; *Black History; Critical Thinking; Higher Education; Listening Comprehension; Reading Comprehension; Religious Factors; *Slavery; *Vocal Music
IDENTIFIERS- *Black Spirituals; *Communication Context; Communicative Intention; Discourse Communities; Historical Background; Text Factors

"Utilizing current trends in reading comprehension used in educational classes," this paper discusses "some forms of communication practiced by early black Americans and their implications for innovation in critical thinking and comprehension strategies." "Utilizing an anthropological approach, this work provides an intense and unified description and investigation of the texts of American Negro spirituals." The paper also discusses the treatment of historical, social and psychological phenomena accompanying Negro life under slavery and presents an objective emphasis of the relationship among the varying interpretations of the spirituals. The paper then analyzes the context of religious imagery and the history out of which the spiritual evolved. The paper concludes that the secret messages and coded words in the spirituals communicate the history of a people's attempted rebellions, modes of accommodation, techniques of survival, as well as explicit and implicit means of freedom. Contains a 57-item bibliography of books, articles, dissertations, reports, and audio-visuals. (RS)

ED 364 855 CS 011 496

Hayes, Bernard L., Ed.; Camperell, Kay, Ed.
Reading: Strategies, Practices, and Research for the 21st Century.
SPONS. AGENCY- Utah State Univ., Logan. Coll. of Education.
PUB DATE- 93
NOTE- 182p.; For volume XII, see ED 352 609.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; *Adult Literacy; Awards;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Evaluation Methods; *Informal Reading Inventories; *Reading Achievement; *Reading Diagnosis
IDENTIFIERS- *Alternative Assessment

Representing some of the holdings of the Test Center lending library of the Northwest Regional Educational Laboratory, this annotated bibliography presents information on 105 journal articles, books, chapters of books, and other materials dealing with alternative reading assessment. Many of the entries in the annotated bibliography are informal assessments and are intended mainly for classroom use. Entries in the annotated bibliography were published between 1981 and 1993. (RS)

ED 364 874 CS 011 517

Hill, Bonnie Campbell; Ruptic, Cynthia
Practical Aspects of Authentic Assessment: Putting the Pieces Together.
PUB DATE- 94
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Parent Participation; *Portfolios (Background Materials; *Reading Achievement; *Student Evaluation; Student Participation; Writing Achievement
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; Emergent Literacy; Portfolio Approach

Focusing on specific and practical aspects of assessment and evaluation in elementary classrooms, this book is not only about portfolios, but about collecting and recording information from multiple sources on an ongoing basis. Noting that making forms, especially on the computer, is very time consuming, the book includes over 120 reproducible forms. Chapters in the book are: (1) Framing the Puzzle; (2) Getting the Whole Picture; (3) Putting the Pieces Together; (4) Organizing Portfolios and Assessment Information; (5) Observing Students; (6) Observing Emergent Writers and Readers; (7) Observing Writing Growth; (8) Observing Reading Growth; (9) Assessment in Content Areas; (10) Involving Students in Assessment; (11) Involving Parents in Assessment; (12) Involving Special Students in Assessment; (13) Reporting Student Growth; and (14) Missing Pieces. In addition to a 101-item reference list, checklists of assessment tools and techniques for the student portfolio and for the teacher notebook are attached. (RS)

ED 364 875 CS 011 518

Fey, Marion Harris
Reader Response, Collaborative Writing, and Computer Networking.
PUB DATE- 3 Dec 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English

*Wyoming Resolution

In the California State University system, some very unexpected hiring practices and faculty decisions have become clear through close scrutiny. For example, the numbers of English courses sections being taught by part-time non-tenure-track faculty has grown significantly over the past several years. Almost half of all English teachers are part-time instructors. At California State, contract protection has been extremely important to the faculty. In response to the Wyoming Resolution of 1989, adopted by the Conference on College Composition and Communication as the "Statement of Principles and Standards for the Postsecondary Teaching of Writing," the composition coordinators at the 20 campuses in the California State system prepared a response. This response was based on information gathered through questionnaires given out to English faculty at all 20 campuses and it tried to represent the variety of voices noted in the 484 respondents. Survey results indicate a healthy consensus among faculty regarding contract details, salaries, promotion criteria, and other aspects of employment. However, serious differences remain concerning qualifications for writing instructors and the status to be accorded them. (A list of questionnaire items, responses, and other survey data, along with a copy of the California State University Statement of Principles Regarding the Teaching of College Writing, are included.) (HB)

ED 364 894 CS 214 132

Hindman, Jane E.
Integrating the Voices: Writing as Healing as the Way to Constructed Knowledge for Basic Writers.
PUB DATE- 15 Oct 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (Denver, CO, October 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Writing; Class Activities; Higher Education; Metacognition; Teaching Methods; Writing Assignments; *Writing Attitudes; Writing Processes
IDENTIFIERS- *Academic Discourse; Basic Writers; Expressive Writing; *Personal Writing

Viewing writing as a way to heal wounds and even reconstruct past experiences also helps heal the composition discipline's dichotomy between the academic and the personal, the self and the institution. Academicians are not the only writers undermined by this perceived separation: most incoming university students, in particular basic writers, believe that college writing should be objective and dispassionate in its subject matter and approach. Parallels can be drawn between the composition discipline's notions of discourse and pedagogy and the notions of how epistemological perspectives shape attitudes toward language and authority as presented in the book "Women's Ways of Knowing: The Development of Self, Voice, Mind." Specific techniques that promote healing through writing, techniques that facilitate the integration of the subjective perspective and the received knowledge perspective essential to constructed knowing are: (1) recognizing windows of opportunity for writing as healing; (2) recognizing when to back off from healing as a goal; (3) achieving connected conferencing with in actively thinking and communicating in the classroom. New in the fifth edition of this book are: thematic units that provide models for constructing lessons using literature; a focus on teaching critical thinking with practical applications; coverage of an interactive-constructive model of reading and classroom implications; and increased coverage of both diversity and assessment. Chapters in the book are: (1) Teaching for Communication: A Natural Approach to the Language Arts; (2) Diversity in the Multicultural, Mainstreamed Classroom: Meeting the Social and Language Needs of All Children; (3) Language and Children's Language Development: Where Communication Is Action; (4) Literature in the Language Arts: Where Childhood Dreams Are Twined; (5) Listening for Meaning: Learning to Listen and Listening to Learn; (6) Creative Oral Communication: Expressing Stories and Poems; (7) Functional Oral Communication: Conversing and Reporting; (8) From Experiencing to Critical Thinking: Reflecting, Writing, and Reading Together; (9) Writing as Idea Making: Creative Thought in Action; (10) Writing Processes: The Child Writer as Author; (11) Language Patterns, Usage, and Grammar: Managing Ideas; (12) Spelling, Dictionary Use, and Handwriting: Tools of the Editor's Craft; and (13) Reading for Meaning: Learning to Read and Reading to Learn. A discussion of integrated language arts activities, a list of Caldecott and Newbery award-winning books from 1961 to 1993, a bibliography of subject indexes of children's books useful in building literature-based and content-area units, and a checklist to evaluate educational software are attached. (RS)

ED 364 915 CS 214 156

Cullinan, Bernice E.; Galda, Lee
Literature and the Child. Third Edition.
PUB DATE- 94
NOTE- 566p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Childrens Literature; Curriculum Development; Elementary Education; Junior High Schools; *Literary Genres; Literature Appreciation; Multicultural Education; Preschool Education; *Reading Material Selection; Recreational Reading
IDENTIFIERS- *Trade Books

Designed to help preschool through ninth-grade teachers and librarians to become knowledgeable and critical consumers of children's books, this book carries throughout an image of a patchwork quilt to represent the varied colors and patterns of books and people who inhabit the world of children's literature. This third edition of the book has been reordered to reinforce the primary purpose of covering educational theory and practice as well as the literature itself. Fewer books were probed in more depth to emphasize critical thinking and reading skills, and a chapter on multicultural books was added. Chapters in the book are: (1) The Story of Children's Literature; (2) Children Reading Literature; (3) Picture Books; (4) Poetry and Verse; (5) Folklore; (6) Fantasy and Science Fiction; (7) Contemporary Realistic Fiction; (8) Historical Fiction; (9) Biography; (10) Nonfiction; (11) Multicultural Literature; and (12) Planning a Literature Curriculum. Lists of children's book awards, resources, publishers of children's books, birthdays of selected authors and illustrators, issues, such as accountability, the boundaries of local initiatives, the desire for early results, and appropriate staffing of the SEA. Appendices contain a list of participating states, a profile of the state sample, and interview protocols. (LMI)

ED 364 935 EA 025 459

Herman, Douglas
Remediating Marginal Teachers: What Makes Plans of Assistance Work?
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Elementary Secondary Education; Instructional Improvement; *Teacher Competencies; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teacher Motivation; *Teacher Supervision
IDENTIFIERS- *Oregon

This report summarizes findings of an elementary educator's dissertation research, which examined plans of assistance that were used to remediate three teachers deemed incompetent. The study focused on the reasons for placing the teachers on a plan of assistance, the remediation procedure actually implemented, and the plan's final outcome. Teacher motivation and active representation by the local education association (LEA) representative were identified as the main factors in teachers' improvement. A conclusion is that plans of assistance work best when the teacher, principal, and education association work together as a team. It is recommended that teacher-assistance plans focus more on teacher improvement and development and less on fear and recrimination. (LMI)

ED 364 936 EA 025 462

Beck, Lynn G.; Murphy, Joseph
Preparing Ethical Leaders: Overviewing Current Efforts and Analyzing Forces That Have Shaped Them.
PUB DATE- Oct 93
NOTE- 43p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; *Ethical Instruction; *Ethics; Higher Education; *Leadership; *Leadership Training; Moral Values

This paper presents findings of a study that investigated efforts to address ethical issues in 42 University Council for Educational Administration (UCEA) institutions. Data were gathered through a survey that was mailed to the department chairs of administrator-education programs at 50 UCEA institutions. A total of 42 responded, a response rate of 84 percent. Overall, respondents recognized the relationship between ethical problems and school leadership, expressed an increasing interest in ethics and trends in scholarship and policy, and viewed educational administration as a fundamentally ethical endeavor. Responses regarding programs fell into four general categories: (1) little interest in the and discipline. Achievement tests, diploma exams, participation rates, and Rutherford Scholarships were used to measure student achievement. The findings of the first two stages were analyzed and potential conclusions were drawn. This led to the third stage in which community perceptions were evaluated through an action plan and community involvement. The Brooks indicator project blended academic, social, and behavioral data to provide indicators of students' character development. An indicator system for responsible student behavior included high expectations, mutual respect and recognition, pride, courteousness, caring and sharing, mutual trust, and open communication. The action plan produced a belief statement and followup action plans. Appendices A-E include data on district perceptions, student perceptions, student behavior, student achievement, and community perceptions. (Contains 19 references.) (Author/JPT)

ED 364 955 EA 025 487

Malone, Mike; And Others
Facts, Figures and Faces: A Look at Minnesota's School Choice Programs.
PUB DATE- Nov 93
NOTE- 44p.; A product of the Center for School Change.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Educational Vouchers; Elementary Secondary Education; *Enrollment Rate; *Free Choice Transfer Programs; Higher Education; *Open Enrollment; Public Schools; *School Choice; Selection; State Legislation
IDENTIFIERS- *Minnesota

This document describes the numbers of Minnesota students who are actively selecting their schools, and the number of Minnesota school districts offering options from which families may select. The first section explains the different kinds of school choice offered to Minnesota students. The second section illustrates the change in Minnesotans' attitudes toward public school choice, as measured by 1985 and 1992 polls. Section 3 describes the students classified as "active choosers" and those students who were not included in this report. The fourth and fifth sections summarize research on Minnesota students and schools. Section 6 offers comments from students and teachers participating in the state's school choice programs. Steady increases have been demonstrated in the number of students and families who actively selected a public school, used open enrollment, and used "second chance" choice options; the number of educational options available to Minnesota families; and the number of rural "schools within schools." Youngsters report that their lives changed dramatically because of the options available. Finally, statewide polls indicate that support for cross-district public school choice rose from 33 percent in 1985 to 76 percent in 1992. Ten figures and two tables are included. Appendices contain lists of state-sponsored alternative programs, state-designated area learning centers, other within-district alternatives, and enrollments of within-district choice programs. (LMI)

ED 364 956 EA 025 488

Cordell, Franklin D.; Waters, J. Timothy
Improving Student Performance: New Strategies for Implementing Higher Standards.
PUB DATE- Dec 93

a General Accounting Office review of the FNS study; (2) the ability of state food authorities (SFAs) to produce meals at or below the reimbursement rate for free meals; (3) differences in meal production costs among regions; and (4) the appropriateness of the index used by the FNS--the Food Away from Home Series--to adjust reimbursement rates. Findings verify FNS' conclusion that the federal reimbursement rate for a free meal was roughly equivalent to the national average cost to produce the meal. It is estimated that between 65 and 83 percent of the SFAs were able to produce meals at or below the amount received from two federal sources of aid. During the 1988-89 school year, reported costs were higher in the Northeast and West. Finally, the Food Away from Home Series appears to be a reasonable index. Eighteen tables and 24 figures are included. (LMI)

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ED 364 976          EA 025 519

Food Assistance: Schools That Left the National School Lunch
  Program. Briefing Report to Congressional Requesters.
PUB DATE- Dec 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; Costs; Elementary
  Secondary Education; *Expenditures; Federal Regulation; Health
  Programs; *Lunch Programs; Nutrition
IDENTIFIERS- *School Lunch Program

This document provides information on: (1) the number of schools that withdrew from the National School Lunch Program (NSLP); (2) characteristics of schools that withdrew; (3) reasons why schools withdrew; and (4) lunch services offered at the schools after they withdrew. Data were obtained through a questionnaire of 352 school food authorities (SFAs), onsite visits at five schools, and interviews with Food and Nutrition Service officials and each state's NSLP program official. The survey identified 302 schools that dropped out between July 1989 and February 1993. These withdrawals amount to less than one-half of one percent of the schools in the program. Nearly 60 percent of the schools that left the NSLP were public schools. Overall, they were small, elementary schools that served fewer NSLP meals and fewer free and reduced-price meals than other participating schools. Officials of dropout schools identified three reasons for leaving: (1) their lunch programs were losing money; (2) labor costs were high; and (3) students wanted to buy menu items prohibited by the program. More than 70 percent of the schools that withdrew continued to provide daily lunch service. Most schools also continued such program policies as providing benefits for students eligible for free and reduced-price lunches; serving lunches that follow a meal-pattern guideline; providing modified meals for students unable to consume a regular lunch; and maintaining policies to avoid overt identification of students receiving free or reduced-priced lunches. Appendices contain the questionnaire and schools' responses, locations of dropout schools by region, and a list of the major contributors to this report. Thirty-six figures are included. (LMI)

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ED 364 977          EA 025 520

School Buses. Traffic Safety Facts 1992.
PUB DATE- 93

"Professional Development in Action: An Idea with Visiting Rights" (Jean Lythcott and Frank Schwartz); (7) "The Los Angeles Professional Practice School: A Study of Mutual Impact" (Johanna K. Lemlech, Hillary Hertzog-Foliart, and Arlene Hackl); (8) "Creating Professional Development Schools: Policy and Practice in South Carolina's PDS Initiatives" (Barnett Berry and Sally Catoe); and (9) "Change for Collaboration and Collaboration for Change: Transforming Teaching Through School-University Partnerships" (Sharon P. Robinson and Linda Darling-Hammond). References accompany each chapter. (LMI)

ED 364 997 EA 025 545

Hallinger, Philip, Ed.; And Others
Cognitive Perspectives on Educational Leadership. Critical Issues in Educational Leadership Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 304p.; Articles were originally presented as papers at a conference held at Peabody College, Vanderbilt University (Nashville, TN, September 1991).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Education; *Cognitive Processes; *Cognitive Psychology; Cognitive Structures; *Cognitive Style; Decision Making; Educational Administration; Elementary Secondary Education; Higher Education; Leadership; Leadership Training; *Management Development; Problem Solving

This book summarizes and applies the last 2 decades of research on cognitive psychology to the preparation of educational administrators. Following a foreword by Larry Cuban and an introduction by Philip Hallinger, Kenneth Leithwood, and Joseph Murphy, part 1 explores how cognitive perspectives illuminate the conceptualization of problems faced by school administrators. Chapters include: (1) "The Strategy of Teaching Strategy" (Charles T. Kerchner); (2) "Everyday Epistemology in School Leadership: Patterns and Prospects" (Lee G. Bolman and Terrence E. Deal); (3) "How CEOs Change Their Minds" (John C. Glidewell); and (4) "Pragmatism, Participation, and Duty: Value Themes in Superintendents' Problem Solving" (Tiiu Raun and Kenneth Leithwood). Part 2 investigates the nature of administrative expertise, including work drawn from studies of managerial problem solving in other organizations. Chapters include: (5) "The Development of Expertise: Implications for School Administrators" (Kathleen L. Ohde and Joseph Murphy); (6) "Practical Problem-Solving" (Richard K. Wagner); (7) "The Relationship Between Variations in Patterns of School Leadership and Group Problem-Solving Processes" (Kenneth Leithwood and Rosanne Steinbach); (8) "Trees and Forests: Details, Abstraction, and Experience in Problem-Solving" (Derek J. Allison and Patricia A. Allison); and (9) "A Theoretical View of the Development of Expertise in Credit Administration" (Frank R. Yekovich). Part 3 examines how cognitive perspectives can inform an understanding of the processes that can be used to assist school leaders in developing their craft. Chapters include: (10) "Who Ya Gonna Call? Thoughts About Teaching Problem-Solving" (John D. Bransford); (11) "Apprenticeship in Problem-Solving: Extending the Cognitive Apprenticeship Model" (Nona A. Prestine); (12) "A Design Studio for Reflective Practice" (Ann Weaver Hart); (13) "Learning from Teaching: Problems, Problem-Formulation, and the Enhancement of Problem-Solving Capability" (J. G. T. Kelsey); (14) "Problem-Based parents. The practicum involved administration of questionnaires, assisting agencies in career evaluations, executing group and individual sessions with students to enhance interpersonal skills, arranging mentoring relationships, organizing a Career/College Night, and compiling information into a computerized ITP. It was felt that the practicum information was utilized to provide a clear vision of the systematic steps that the learning disabled youngster must take to attain future goals. Appendices contain various questionnaires, skills lists, and ITP forms. (Contains 31 references.) (JDD)

ED 365 017 EC 302 642

Performance Assessment. Minibibliography. Fall 1993.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; Competency Based Education; Elementary Secondary Education; *Performance; Reliability; *Special Needs Students; *Student Evaluation; Validity
IDENTIFIERS- *Performance Based Evaluation

This annotated bibliography on performance assessment in schools lists 16 journal articles and 2 reports which were published between 1991 and 1993. Citations address the following aspects of performance assessment: conditions for alternative assessments, validity and reliability issues, accountability issues, performance assessment in science and mathematics, and standardization issues. (DB)

ED 365 018 EC 302 643

Crutchfield, Margaret D.
Early Childhood Special Educator. Careers in Special Education. No. 90.93.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; *Careers; *Disabilities; Employment Potential; Preschool Education; Preschool Teachers; *Special Education Teachers; Teacher Characteristics; Teacher Education; *Teacher Role; Teaching Conditions; Work Environment
IDENTIFIERS- ACCESS ERIC

This brief introduction to the career of early childhood special educator first describes the nature of the special educator's work with infants and preschool children, and then discusses the educator's role in involving families to develop and implement an individualized plan and work as part of a team of professionals and family members. The pamphlet also explains the education required, desirable personal qualities, the job outlook and possibilities for advancement, and some ways for high school students to explore such a career. A practitioner profile describes the work and attitudes of one such special educator. Four organizational resources are listed. (DB) in all youth: academic-intellectual, artistic, vocation-technical, and interpersonal-social. "Schools Are Places for Talent Development: New Directions for the Schoolwide Enrichment Model" (Joseph S. Renzulli) discusses use of the total talent portfolio and integration of gifted education practices into general education. "The Development of Academic Talent" (Joyce VanTassel-Baska) urges the employment of two models of talent development--the traditional talent search model and a curriculum-based approach to upgrade the level of curriculum for all learners and reveal latent talent in academic and nonacademic areas. Other articles include: "Art Teachers, Child Art, and Abilities: Implications for the Concept of High Abilities in the Visual Arts" (Gilbert Clark); "Resolving Inequities: Discovery and Development of Talents in Student Populations Traditionally Underrepresented in Gifted and Talented Programming" (Donna Rae Clasen); and "Dealing with the Challenges of Reform and Restructuring: Will Gifted Education Survive?" (Donald J. Treffinger). (Most papers contain references.) (JDD)

ED 365 040          EC 302 665

Drum, Jean, Ed.
High School Gifted.
PUB DATE- Nov 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; Foreign Countries; *Gifted; High Schools; Learning Disabilities; *Program Development; Residential Programs; Special Programs; Student Attitudes; *Student Needs; *Talent Development
IDENTIFIERS- California; Russia

This theme issue on gifted high school students presents several feature articles, a California legislative update, and an editorial. In "Summer Seminar '93--California in the 21st Century," Janis Van Dreal describes a 2-week residential program in which gifted high school students examined California's future. "Visiting a Gifted Program in Russia" (Sandra Kaplan and others) describes the similarities and differences between the perceptions of gifted American and Russian students toward curriculum differentiation. In "Supporting Talent Development Is Only Half of the Answer: A Reexamination of Issues Raised in the September 'Communicator'," Barbara Clark refutes John Feldhusen's approach and argues that educators cannot abandon the unique needs of gifted and talented children. "Learning Differences: A Primer for Parents" (Madeleine D. Brandli and Kathleen Pommer) discusses prevention, identification, accommodations, and advocacy for gifted students with learning disabilities. Other articles include: "GATE Points the Way in the Reform Movement: CAG's High School Demonstration Sites" (Ron Fontaine); "The Seminar Program in the San Diego City Schools" (Betty Olson); "Accelerated College Entrance: The Benefits of ACE" (Terry A. Thomas); "Community and School Service--Another Challenge for Gifted/Talented Students" (Sharon Freitas); "The Orange County High School of the Arts" (Ralph Opacic); "AP Classes in a Rural High School? No Problem!" (Tim Guzik); and "A Picture Is Worth a Thousand Words (Camcorders in the Classroom)" (Diana R. Alford). (Most papers contain references.) (JDD)

ED 365 041          EC 302 666

grade for the first time. Teachers' perceptions were identified through semi-structured interviews, a questionnaire, direct observation, and review of extant data. Teachers expressed and demonstrated overwhelmingly positive effects of inclusion, with findings organized into 11 themes about teacher attitudes and practices. The themes include: teaching and learning about disabilities, curriculum and materials, success for all, collaborative problem solving, expectation of inclusion, teams, student assessment and Individualized Education Programs, flexibility, learning to accept or overlook challenges presented by these students that can interfere with instruction but that are not easily resolved, stress, and accountability. The study concludes that inclusion did not produce entirely new effects, but rather amplified or generalized attitudes, philosophies, and practices that had existed in the school. The questionnaire and observation form are appended. (Contains 12 references.) (JDD)

ED 365 060 EC 302 685

Sailor, Wayne; And Others
Restructuring Education in the 90s.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Educational Change; Educational Policy; Educational Trends; Elementary Secondary Education; Health Services; *Mainstreaming; Models; Participative Decision Making; Preschool Education; Program Development; *Regular and Special Education Relationship; *School Based Management; *School Restructuring; School Role; Social Services; Special Education

This report describes the Comprehensive Local School approach to school restructuring, which envisions the school as the coordinating vehicle for all children's services, including health and social services, and which reconfigures and coordinates all categorical programs at the school site under a site-based management system characterized by a participatory decision-making process. The report presents a reprint of an article from the journal, "Remedial and Special Education" by Wayne Sailor, titled "Special Education in the Restructured School." The article identifies trends in special education reform, including the movement to integrate students with severe disabilities into general educational schools and classrooms and the effort to retain students with mild and moderate disabilities in the general classroom. The article then proposes that reform efforts in general education present an opportunity for amalgamation of related viewpoints through broad-based, school restructuring policy reform. This amalgamation is reflected in regulatory waivers, site-based management and budgetary control, shared decision making, and full infusion of federal categorical program resources into the general education program. A list of 12 organizations that support innovative restructuring efforts by schools is presented, and a list of the schools that these organizations support or work with in restructuring and reforming educational programs is also provided. In addition, a list is presented of 21 schools that indicated in a survey that they were implementing general and special education reform. (JDD) presented brief reviews of their approaches and findings which were followed by roundtable discussions. These presentations are summarized in these proceedings and covered the following topics: (1) promising practices in identifying and educating children with ADD (Barbara Burcham and Laurance Carson of the Kentucky Center); (2) assessing children with ADD for identification and classification (Roscoe Dykan et al. from the Arkansas Center); (3) characteristics and educational placement of children with ADD (James D. McKinney et al. from the Florida center); (4) educational interventions for children with ADD (Thomas A. Fiore et al. from the North Carolina center); and (5) medical intervention for children with ADD (James Swanson, California center). Two additional chapters report on participant discussion of information dissemination and product development and of related initiatives for children with ADD. (Some chapters include references.) (DB)

ED 365 080 EC 302 705

Camerer, M. C. Gore; Smith, Bruce D.
Differences in Belief Systems about Friendship Employed by Two Groups of Adolescents with Mild Handicaps.
PUB DATE- 12 Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Friendship; Helping Relationship; Interpersonal Competence; Interpersonal Relationship; *Mild Disabilities; Quality of Life; Secondary Education; Secondary School Students; Student Attitudes; Vocational Education

This study examined differences in belief systems about friendship employed by two groups of students (total n=24) with mild disabilities in a vocational program. Members of one group had a fair number of reciprocal friendships and high satisfaction, whereas members of the other group had few reciprocal friendships and low satisfaction. Individual interviews involved grouping and ranking various friendship behaviors. Both qualitative and quantitative analysis procedures were employed. Findings of the quantitative data yielded no significant differences between groups' complexity of thinking about friendship. However, the qualitative analysis found the high friendship group employed such constructs as "helping," and "sticking up for a friend," not employed by the low friendship group. Additionally, the high friendship group consistently showed dissatisfaction only with amount of time spent with friends whereas the low friendship group reported dissatisfaction with reciprocity, quality, and number of friends, as well as with time spent with friends. (Contains 33 references.) (DB)

ED 365 081 EC 302 706

Brandell, Mary Ellen; And Others
Project SPECIAL TOPIC (Training of Professionals in Counseling).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English

DESCRIPTORS- Language Research; Language Typology; *Linguistic Theory; Semantics; *Structural Analysis (Linguistics); Syntax; *Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Seri

A number of Seri verbs display a sensitivity to whether a goal, which is a term used for recipients, adressees, etc., is singular or plural. The data presented in this paper are of typological interest. It is argued that Seri has indirect objects, but that there is no one-to-one mapping between the semantic role goal and either the syntactic relation of indirect object or any oblique relation. Data and arguments are also presented that are of theoretical interest. First, it is argued that there are verbs that govern both 3-2 Advancement and 2-3 retreat, establishing the existence of the latter in human language. Second, it is proposed that a degree of simplification of the Seri grammar may be achieved by adopting a Minimality principle. This principle predicts that certain revaluations should not be expected in Seri, and permits simplification of the lexical entries of verbs. (JL)

ED 365 100 FL 021 595

Moser, Mary B.; Marlett, Stephen A.
Seri Kinship Terminology.
PUB DATE- 93
NOTE- 16p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Death; *Kinship; *Kinship Terminology; Language Research; *Nouns; Prefixes (Grammar); Semantics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Seri

The Seri language contains over 50 kinship terms and represents one of the most highly elaborated kinship systems described to date. This paper discusses Seri kinship terminology and centers around, but is not limited to, the set of obligatory possessed noun stems that are inflected with the following possessive prefixes": "hi-," "ma-," and "a-." After an introductory section, section 2 discusses various kinds of terms that, although used to refer to kinsmen, are special in that they are either unpossessed nouns or nouns derived from verbs. They are not kinship terms insofar as word class is concerned. In section 3, basic kinship terms and their extended meanings are presented, and in section 4, terminology used for deceased persons is presented. (JL)

ED 365 101 FL 021 596

Regnier, Sue
Quiegolani Zapotec Phonology.
PUB DATE- 93
NOTE- 28p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consonants; Distinctive Features (Language); *Linguistic Theory; *Phonemes; *Phonology; Uncommonly Taught

Centre. The paper goes on to consider implications for the university-wide English enhancement programme and to recommend further involvement of the English Centre, both in support of existing faculty and student debate programmes and in furtherance of its own course objectives. (Author)

ED 365 121 FL 021 697

Allison, Desmond
Can English Enhancement Programmes Be Efficient?
PUB DATE- Sep 93
NOTE- 11p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Accountability; *Administrator Role; Case Studies; *Efficiency; *English (Second Language); Foreign Countries; Higher Education; Program Effectiveness; Program Evaluation; Second Language Instruction; Second Language Learning; *Teacher Role
IDENTIFIERS- *University of Hong Kong

This paper focuses on how teachers and administrators share a commitment towards the general principle of accountability in regard to efficiency in educational programs. The notion of efficiency is shown to have limited application to complex multidimensional processes, including those of classroom language learning and of language program evaluation. These points are illustrated by reference to a summary account of an evaluation study at the University of Hong Kong. (Author/JL)

ED 365 122 FL 021 698

Bruce, Nigel
Academic Communities and the Need for Boundary Conversations: Towards a Metalingua Franca?
PUB DATE- Sep 93
NOTE- 20p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Communication (Thought Transfer); *Cooperation; Foreign Countries; Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach; Language Role; *Language Teachers; Second Language Instruction

Increasingly, language is seen as the interpretive medium by which knowledge is constructed and communication is carried out within and across disciplines, as well as the way power and authority are exercised, renewed, and protected. This paper explores the prospects of raising awareness of this social and political view of language across the wider educational community, specifically of three communities that should triangulate in this enterprise: subject teachers, their students, and the "mediating" language teachers. The social, educational, and political implications for these communities of talking at cross purposes about language and knowledge are discussed, and the possibilities of their fruitful collaboration is explored. It is suggested that the more that the different communities interact and collaborate, and the more they talk about their intersecting interests, the more a shared discourse may emerge. A description of an

PUB DATE- 30 Jun 92
NOTE- 1,326p.
LANGUAGE- English
EDRS Price- MF10/PC54 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Business Administration; Business Education; Cooperative Education; Cooperative Programs; Coordination; Educational Cooperation; Engineering Education; *Engineering Technology; High Schools; *Industry; Integrated Curriculum; Job Placement; Job Training; Models; Postsecondary Education; Pretests Posttests; Program Development; Staff Development; State Programs; Statewide Planning; Student Evaluation; Student Recruitment; Technical Education; *Technology; Two Year Colleges
IDENTIFIERS- *Tech Prep

This document consists of narrative and products from a project designed to implement a model sequential technical preparation program for training industrial technicians and to develop model sequential technical preparation programs for business management and engineering technology. Contents include the following: the tech prep calendar and time sheet; grant abstract; year two expectations correlated to objectives and attachments; agendas of executive meetings; strategies for implementation of the grant; materials from Lieutenant Governor Rural Affairs Council highlighting the grant; correspondence and receipts from the applied academics pilot projects; materials from the Illinois Occupational Information Coordinating Committee Tech Prep Project to pilot a junior high career system and develop labor market information to assist counselors in promoting tech prep to students and parents; and the Illinois Employability Skills Field Test and teacher surveys with responses. The largest part of the document is devoted to the 30 grant objectives which are presented in numerical order. For each objective, procedures, persons responsible, due date, and evaluation are presented. A description of activities is followed by attachments, including correspondence, charts, forms, and any other materials, instructional or otherwise, that were developed to meet that objective. Other contents include news items and pictures, Tech Prep Collaboration Mini Grant Summary, and handouts, including materials from presentations and workshops. (YLB)

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ED 364 657 CE 064 898

The Literacy Challenge = Le defi de l'alphabetisation. Proceedings of a Symposium (Washington, D.C., September 10, 1993).
PUB DATE- Sep 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demonstration Programs; Employer Attitudes; Federal Programs; Foreign Countries; Labor Force Development; *Lifelong Learning; *Literacy Education; National Programs; Program Development; Program Implementation
IDENTIFIERS- Canada; United States; *Workplace Literacy

These proceedings of a symposium on literacy include precis of six speakers' comments and a directory of the participants. "The Hidden Education Problem" (Paul Simon) addresses the need to provide all citizens with the opportunity to learn to read and write. "The Role of Government in Literacy" (Jean-Jacques

Part 4 is a combination summary and prediction of what vocational education will be like in 2002 in an open Europe. Several chapters include bibliographies. (MN)

ED 364 676 CE 065 154

Muller, Dave; Funnell, Peter
Delivering Quality in Vocational Education. New Developments in Vocational Education.
PUB DATE- 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Basic Skills; Case Studies; Delivery Systems; Distance Education; Economic Development; *Educational Assessment; *Educational Improvement; *Educational Quality; Education Work Relationship; Foreign Countries; Independent Study; Postsecondary Education; Quality Control; *School Business Relationship; Secondary Education; *Student School Relationship; *Vocational Education
IDENTIFIERS- National Vocational Qualifications (England); Training and Enterprise Councils (Great Britain); *United Kingdom

This book addresses the issue of quality in vocational education in the United Kingdom. Part 1 explores the concept of quality in relation to vocational education and discusses the managerial and industrial perspectives on quality. Included in Part 2, which examines quality in the context of students as clients, are the following articles: "Delivering Quality in Student Learning" (Barnett); "Delivering Core Skills 16-19: Implications for Quality" (Muir); and "Quality in Higher Education: The Independent Study Experience" (Hinds). Part 3 presents the perspective of employer as client in the following articles: "Promoting Quality and Economic Development: the Role of Training and Enterprise Councils (TECs)" (Bax); "Delivering Medical Laboratory Sciences: A Case Study in Consultancy" (Barry); and "Go Ahead Northern: A Case Study in Enterprise" (Hind). Presented in Part 4 are the following papers on the product control and institutional perspectives on quality: "The Theory and Practice of Course Evaluation: An Analysis of the System Introduced at Suffolk College" (Norris); "Quality Control in Distance Learning" (Guri); "The Contribution of Further Education Colleges to Delivering National Vocational Qualifications (NVQs)" (Stanton); "NVQs: Delivering Quality with a Flexible Modular Approach" (Aitken, Lilley, Wardman-Browne); and "Quality Control and the Management of Institutions" (Yorke). Part 5 discusses ways of delivering quality in vocational education. Several articles include substantial bibliographies. (MN)

ED 364 677 CE 065 155

Preston, Jill
EC Education, Training and Research Programmes: An Action Guide.
PUB DATE- 91
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Adult Programs; Annotated Bibliographies; Case Studies; College Programs; *Educational Policy; *Educational Practices; Educational Research; Foreign

Final Evaluation Report.
PUB DATE- 93
NOTE- 132p.; For the 1992 report, see ED 354 286.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Grammar; Pretests Posttests; *Program Effectiveness; *Reading Comprehension; *Remedial Programs; School Holding Power; Skill Development; *Summer Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The Summer Academic Skills Enhancement Program (SASEP) was offered in June-August 1993 to provide Job Training Partnership Act (JTPA) clients with the reading comprehension and language mechanics skills required for employment in entry-level positions. A total of 125 referred clients were enrolled into both of two remedial courses of study. Enrollees were categorized as "regular" (RPA) or "low" pretest achievers (LPA), and specific evaluation objectives were developed for each group. At least 45% of the students in the RPA subset showed a 1.0 grade equivalent (GE) gain on the reading comprehension and language mechanics posttests. Thirty-five percent of the LPA students gained at least 1.0 GE in the reading comprehension posttest, and 42% achieve a 1.0 GE in the language mechanics posttest. Forty-seven percent of the 1993 program participants achieved program completion status (they attended classes 75% of the program days). Program retention demonstrated a 2% drop from 1992. Male/Black retention (81%) was down only 1% from 1992. It was recommended that all SASEP evaluation levels be maintained at their present values but that the definition of program completion be relaxed. (Appended are SASEP pupil attendance and achievement data. Fourteen tables are included.) (MN)

ED 364 696 CE 065 186

Bendick, Marc, Jr.; Egan, Mary Lou
Jobs: Employment Opportunities in the Washington Metropolitan Area for Persons with Limited Employment Qualifications.
PUB DATE- 88
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Dropouts; *Economically Disadvantaged; Education Work Relationship; *Employment Opportunities; *Employment Patterns; *Employment Qualifications; Females; Job Skills; *Labor Market; Labor Needs; Low Income Groups; Minority Groups; Poverty; Racial Discrimination; Sex Discrimination
IDENTIFIERS- *District of Columbia

Employment data for the Washington, D.C., metropolitan area were analyzed to determine jobs available to people who had not graduated from high school. Three hundred nine occupations offered at least some openings. These occupations encompassed 584,000 jobs and offered 14,000 openings in an average week. These numbers overestimated jobs available to many chronically poor for three reasons: prerequisites may stand between job seekers and jobs; only a fraction of the job vacancies are widely advertised; and race and sex discrimination limit the number and quality of jobs available to females or members of minority groups. Only one-third of these jobs offered starting wages that exceeded the official federal poverty level for a prototypical family of one adult and two children. At least 50

State University of New York Staff Study on the Educational Opportunity Center Program. Report 93-D-16.
PUB DATE- 10 Dec 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Cost Effectiveness; *Economically Disadvantaged; *Educationally Disadvantaged; Employment Opportunities; Expenditure per Student; Job Placement; *Job Training; *Program Costs; *Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Educational Opportunity Centers; New York

A study reviewed selected aspects of the State University of New York's (SUNY) Educational Opportunity Center (EOC) program from April 1, 1988, through January 31, 1992. Objectives were to evaluate program cost and effectiveness and level of involvement of SUNY Central Administration's Office of Special Programs and sponsoring college officials in monitoring center operations and helping centers to improve program outcomes. The study focused on comparison of performance statistics reported from all program sites and observations at two selected sites in Brooklyn and Manhattan. Findings indicated that lack of adequate management oversight resulted in unnecessary expenditures and poor program outcomes. Review of transactions, contracts, a lease agreement, and other documents related to renovation of a facility rented by the Brooklyn Center disclosed about $1 million in state funds were spent without benefits received. Analyses of center costs per student program completion disclosed costs ranging from $2,966 to $8,564. Similar variances in program effectiveness statistics were reported: Buffalo placed 38 percent of its vocational students in jobs, whereas Brooklyn placed 7 percent. A major factor contributing to varying costs and results may have been that centers were not held accountable for their performance. Visits to the Brooklyn and Manhattan Centers showed that the centers greatly overstated program outcomes. (The full text of SUNY officials' response to this report is appended.) (YLB)

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ED 364 717 CE 065 248

Adult Literacy in New Jersey. Meeting the Challenge of the 21st Century.
PUB DATE- Oct 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Advisory Committees; Lifelong Learning; *Literacy Education; State Programs; Statewide Planning; Strategic Planning; Student Financial Aid
IDENTIFIERS- Family Literacy; *New Jersey; *Workplace Literacy

The New Jersey Council on Adult Education and Literacy was created in response to the literacy crisis. The council reached consensus that learning must be a lifelong process, families were teachers, and the workplace was also an educational arena. It established priorities and recommendations in three areas: family literacy, workplace literacy, and the adult education and literacy delivery system. The council's goal in family literacy was to promote the family as educator and to involve the schools and public in family literacy efforts. The creation crucial matters of curriculum and instruction, time, training and assistance, and material support. (Twelve specific recommendations to encourage teacher collaboration are listed; 10 resources are cited.) (YLB)

ED 364 734          CE 065 293

Schwartz, Felice N.; Zimmerman, Jean
Breaking with Tradition: Women and Work, the New Facts of Life.
PUB DATE- 92
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Comparable Worth; *Employed Women; *Employer Attitudes; Employment Level; *Employment Practices; *Equal Opportunities (Jobs); Personnel Management; Personnel Policy; Salary Wage Differentials; Sex Discrimination; *Sex Fairness
IDENTIFIERS- Family Work Relationship

This book explores three questions: What is really going on now for women and men at home and on the job? What is wrong? and How can it be made to work? Its four parts are sometimes addressed explicitly to four intended types of readers: top executive of an organization; human resources officer; manager; and men and women at home and at work. The objective of Part I is to expose the pattern of silence that conceals the experience of women in business and the professions and the way in which women are perceived by men in leadership and management positions. It then traces the progress women have made. It concludes with a discussion of the controversy that erupted over the author's "Harvard Business Review" article on the "mommy track." Part II describes the trends that will sweep women into the mainstream of business and the professions. Part III speaks to the executive at the top to convey the degree to which the talent of women in business is wasted. It discusses many questions executives often have about women in the workplace and things that must change if companies are to capitalize on the most talented individuals at every level. Part IV speaks to women and men in an effort to clarify their roles in effecting change--the distance they must travel to meet their employers and partners halfway. It also defines for employers what they can reasonably expect from their employees. A conclusion describes two different future scenarios resulting from action that is chosen now. Endnotes for each chapter and an index are appended. (YLB)

ED 364 735          CE 065 296

Lewis, Morgan V.
Analysis of Annual Report Data for School Years 1990, 1991, and 1992.
SPONS. AGENCY- Accrediting Commission of Career Schools/Colleges of Technology, Washington, DC.
PUB DATE- Aug 93
NOTE- 63p.; For a related report, see CE 065 297.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Data Analysis; Dropout Rate; Enrollment; Graduation; *Institutional Characteristics; Job Placement; Loan Default; *Outcomes of Education; Performance; *Performance Factors; Postsecondary Education; Predictor

and pre- and posttesting. The program included the following interrelated components: planning; outreach and recruitment; orientation and pretesting with a program-developed assessment; participant selection; counseling; motivational workshops; individualized upgrading programs; posttesting; independent program evaluation; and the development and field testing of a workplace-specific, competency-based curriculum. Extension of the program for an additional 10 months allowed for more services to the students. An independent evaluation concluded that the program had been successful in the following areas: an average 2.4 grade level increase in participants' skills, a 100 percent success rate for participants who took the General Educational Development test, improved employee performance, improved employee self-esteem, and the elimination of personnel turnover during the project period. (Attached to the final report are the following: curriculum guide on transporting residents, student interview results, news release, and third-party evaluation.) (Author/KC)

ED 364 754          CE 065 322

A Vision: Professional Technical Education Reform.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; High Schools; *Labor Force Development; Networks; Postsecondary Education; *Professional Education; Regional Planning; School Business Relationship; *Technical Education; Two Year Colleges
IDENTIFIERS- Oregon (Lane County)

In this position statement, professional technical education is defined as a blend of technology, work skills, and academic subjects to prepare all students for a lifetime of successful learning, working, and living. This document presents a call to action, a framework for action, and a list of the participants and resources for such action, developed for Lane County, Oregon. In Part I, the vision for students and the systems to participate in a global economy are described. This part includes information on laying a foundation for change in the county and creating a work force development strategy. Part II presents a guide for action. It includes the following: recommendations for planning; ideas on empowering people to lead and to change; information on determining outcomes, standards, and measures; suggestions for establishing an integrated network of education, business, and community and a communication network; and advice on acknowledging and facilitating the process of change. The third part of the report lists the members of the various Lane County committees who have adopted the vision and a list of 22 reports, papers, and legislation, 11 periodicals, 5 books, 8 audiotapes and videotapes, and 7 other resources. (KC)

ED 364 755          CE 065 324

Miller, Michael T.; Mahler, Marty C.
An Educological Perspective on Higher Education's Responsibility to Vocational Education.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

learning, along with traditional students, will be much greater than the current physical capacity of existing institutions can accommodate. In addition, the small business sector will need external assistance in providing training. A partnership between employers, labor, educational and training organizations, and the provincial and federal governments, with the roles of each spelled out, in order to improve the educational system. Educational television is one means by which education can be delivered but it should be augmented with opportunities for two-way discussions via telephone and computer conferencing and linked into community groups for local discussion. Distance learning is one of the most economical and effective methods of learning and should be expanded to meet the educational needs of British Columbia's citizens for the next century. (KC)

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ED 364 772          CE 065 422

Introductory Keyboarding 15G. Interim Guide.
PUB DATE- 93
NOTE- 31p.; For the advanced course, see CE 065 423.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Literacy; Course Content; Educational Resources; Elementary Secondary Education; Employment Potential; Foreign Countries; Job Skills; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; Student Evaluation; Teaching Methods; *Typewriting; Units of Study
IDENTIFIERS- Manitoba

This curriculum guide was developed for an introductory half-credit course in a series of two that deal with keyboarding skills for high schools and elementary grades in Manitoba. The course is designed to provide students with an introduction to the correct techniques of using a keyboard. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) seven units of study. The units cover getting started, keyboarding skills development, special keys, numeric keypad, document editing, document formatting, and composition. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 35 texts and an address for business education materials completes the guide. (KC)

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ED 364 773          CE 065 423

Advanced Keyboarding 25G. Interim Guide.
PUB DATE- 93
NOTE- 26p.; For the introductory course, see CE 065 422.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Computer Literacy; Course Content; Educational Resources; Elementary Secondary Education; Employment Potential; Foreign Countries; Job Skills; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; Student Evaluation; Teaching Methods; *Typewriting; Units of Study
IDENTIFIERS- Manitoba

for the study and suggested analyses of data are included. (Contains over 125 references.) (NB)

ED 364 792 CG 025 111

Youth Violence Prevention. Hearing before the Committee on Governmental Affairs. United States Senate, One Hundred Second Congress, Second Session (March 31, 1992).
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aggression; *Delinquency; Hearings; *Prevention; *Violence; *Youth Problems; *Youth Programs
IDENTIFIERS- Congress 102nd

This document presents witness testimonies and prepared statements from the Senate hearing on youth violence, strategies for its prevention, and the appropriate role of the federal government. The hearing stresses the need for a comprehensive, multidisciplinary approach for youth violence prevention strategies and more coordination by the federal government. Opening statements are included by Senators Glenn and Akaka. Witnesses providing testimony include: (1) Louis Stokes, Representative from Ohio; (2) Gregory McDonald, U.S. General Accounting Office; (3) Carol Beck, high school principal; (4) Marc Wilkins, Police Chief's Youth Task Force, Washington, D.C.; (5) Curtis Artis, Police Chief's Youth Task Force, Washington, D.C.; (6) Leonard Eron, University of Illinois at Chicago and American Psychological Association on Violence and Youth; (7) Adele Harrell, The Urban Institute, Washikngton, D.C.; (8) Donald Schwarz, University of Pennsylvania School of Medicine and The Children's Hospital of Philadelphia, Pennsylvania; (9) Deborah Prothrow-Stith, Harvard University; (10) Gail Breakey, Hawaii Family Stress Center; (11) Ray Miller, Ohio House of Representatives and Ohio Commission on Minority Health; (12) Ronald Slaby, Education Development Center, Newton, Massachusetts and Harvard University; and (13) Renee Wilson-Brewer, Education Development Center, Newton, Massachusetts. Prepared statements of the witnesses; a prepared statement of Chukwudi Onwuachi-Saunders, Centers for Disease Control; relevant articles from the "New York Times"; and charts submitted from the Centers for Disease Control are appended. (NB)

ED 364 793 CG 025 112

Verstraete, Patricia A.
Improving Child Protection Services to Children under Ten Who Display Sexually Reactive Behaviors.
PUB DATE- 93
NOTE- 143p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Abuse; Children; *Child Welfare; Counseling Techniques; Delivery Systems; Evaluation Methods; Foster Care; Human Services; Identification; Screening Tests; *Sexual Abuse; *Sexuality
IDENTIFIERS- *Child Protection

This practicum was designed to improve Child Protective Services in a western state to sexually reactive children under the age of 10 by targeting four areas of the service delivery system:

Substance Abuse Prevention Services in the New York City Public Schools: 1990-1991 Survey Results. OREA Report.
PUB DATE- Nov 93
NOTE- 92p.; For related documents, see CG 025 137-139.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Intervention; *Prevention; Program Effectiveness; Public Schools; *Pupil Personnel Services; Secondary School Students; *Student Attitudes; Student Behavior; *Substance Abuse; *Urban Education
IDENTIFIERS- *New York City Board of Education

This report covers the second part of a 3-year study of substance abuse prevention and intervention programs in the New York City Public Schools. For the second part and the subject of this report all schools were sent a 13-part survey seeking information on the range and scope of substance abuse prevention and intervention services provided in that school. Surveys were returned by 923 of the 930 schools. Chapter I describes the background of the project, briefly reviewing findings of the 1990-1991 study before turning attention to the current study. Chapter II presents the results of the survey of students participating in intervention counseling. Chapter III discusses the SPARK Peer Players' role in the high school substance abuse prevention program. Chapter IV describes staff development offered by Substance Abuse Prevention and Intervention Specialists (SAPIS) and parent outreach efforts. Chapter V offers evaluators' conclusions and recommendations based on the data analyzed in this report. The document concludes that intervention services and consistent support from professional staff are vital for at-risk youth, and that peer programs are effective prevention strategies, but need to be supported by district administrators, school staff, and parents, and efforts to involve both teachers and parents in substance abuse prevention need to be increased. (Author/NB)

ED 364 816 CG 025 139

Payne, Mabel; And Others
Project STOP Final Evaluation Report, 1991-1992. OREA Report.
PUB DATE- 93
NOTE- 160p.; For related documents, see CG 025 137-138.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; Elementary School Students; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Middle Schools; *Peace; *Peer Relationship; *Urban Education
IDENTIFIERS- Middle School Students; New York City Board of Education; Project STOP NY

This report presents the results of the Office of Research, Evaluation, and Assessment's (OREA) evaluation of the implementation of the first year (1991-1992) of Project STOP (Schools Teaching Options for Peace), a comprehensive conflict resolution and peer mediation program for middle schools in the New York City Public Schools. It describes Project STOP as consisting of three components: (1) student peer mediation; (2) curriculum; and (3) parents. The majority of the data presented in this report came from on-site interviews with school-based project participants in 7 of the 15 STOP schools. Chapter I gives an overview of the background of the project, program description, and evaluation objectives and methodology. Chapter

Very small print in figure may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Literacy; Program Descriptions; *Teacher Education; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Educational Issues; *Professional Concerns

This paper reflects on an attempt to create and study a professional context for teacher education based on collegiality and mutuality and raises some issues and questions about trends in teacher education reform. The paper begins with a brief review of the rise of alternative approaches in teacher education. Included are examples from educators' experiences with conceptual change approaches to illustrate inconsistencies and problems associated with this type of teaching. The paper suggests that the underpinnings of teacher preparation--attitudes, conceptions, beliefs, values, assumptions, and habits--have not changed much; that they are still rooted in behaviorism and that this is subtly undermining efforts to create conceptual change. The paper proposes that a lack of cultural and conceptual change in teacher education is a possible reason why change has not occurred. The paper next describes a year-long literacy project which dealt directly with the inconsistencies experienced. The paper uses a framework for thinking about cultural and conceptual change in teacher education to describe what the project tried to do differently. Included in the description is a discussion of adjustments and difficulties faced. The paper concludes with issues and questions surrounding cultural and conceptual change at the teacher education level. A table listing the adjustments and difficulties and a figure illustrating the framework are included; 62 references, an illustration of a vision for the literate person, and two appendixes discussing data collection procedures are attached. (Author/RS)

ED 364 836 CS 011 477

Hill, Margaret H.; Beers, G. Kylene
Teachers as Readers: Survey of Teacher Personal Reading Habits and Literacy Activities in the Classroom.
PUB DATE- 1 Dec 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Reading Habits; Reading Instruction; *Reading Teachers; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Literacy as a Social Process; Teacher Surveys

A study examined how reading teachers' reading habits impacted their teaching practices. Subjects, 625 teachers who attended the Book and Author Luncheon at the 1993 International Reading Association in San Antonio, completed a survey. Teachers represented all 50 states and Canada. Results indicated that: (1) the majority of the teachers viewed themselves as avid readers who read many books and kept up with professional journals; (2) few teachers read journals about book lists and reviews on a regular basis; (3) they are still very concerned

Elementary Secondary Education; Functional Literacy; Higher Education; *Integrated Curriculum; Lifelong Learning; Mathematics Education; Personality Traits; *Reading Attitudes; Reading Comprehension; Reading Research; *Reading Strategies; Science Education; Sex Role
IDENTIFIERS- *America 2000; *Newbery Award; Teacher Researchers

Paying particular attention to the far reaching impact and policies of the goals and ideas identified in the report "America 2000: An Educational Strategy," the papers in this book focus on the strategies, practices, and research that may guide the future of literacy instruction for persons of all ages. Papers in the book are: "America 2000: An Author's Dream, An Astronaut's Vision, an Educator's Nightmare" (Cindy Gillespie); "Response to America 2000" (Eunice N. Askov); "Reaction to America 2000: Operation Desert Drought" (Thomas Cloer, Jr.); "A Case against National Testing as Proposed by America 2000: Japan since 1979" (Linda L. Arthur); "Functional Literacy in the 21st Century: Employer, Teacher, and Student Perspectives" (Richart Telfer and others); "Five Strategies for Literacy and Lifelong Learning" (Lorri A. Forlizzi and others); "Hurdles in Evaluating Adult Literacy Programs...A Few Answers" (Barbara Van Horn and Emory J. Brown); "Comparison of a Skills-Based and Natural Text-Based College Developmental Reading Program" (Carolsue Clery and others); "Common Aspects of Recommended Young Adult Literature: An Historical Perspective" (Margaret A. Johnson); "Seventy-One Years of Distinguished Books: An Analysis of the Newbery Award Winners 1922-1992" (Ira E. Aaron and others); "Gender Roles in the Newbery Medal Winners" (Janet L. Powell and others); "The Relationship of Gender to Attitudes about Academic and Recreational Reading" (Thomas Cloer, Jr. and Beverly Pearman); "Using Literature to Learn about Math and Science in Primary Classrooms" (Marino C. Alvarez and others); "Reaction to Alvarez, Stewart, and Vaughn" (Don Lumpkin); "Integrating the Curriculum: Re-Examination of a Near Truism" (Marv Klein); "An Exploration of the Impact of Personality Factors on Comprehension" (Nancy Boraks and others); and "Teacher Reflection: Researching Our Own Practice" (James R. Olson and Marti Singer). (RS)

ED 364 856 CS 011 497

Manitoba Reading Assessment 1992. Franco-Manitoban Schools: Grades 4, 8, 11. Final Report.
PUB DATE- Sep 93
NOTE- 238p.; For a similar study on the French Immersion Program, see CS 011 498; for a study on English Language Schools, see CS 011 499.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Evaluation; Elementary School Students; Foreign Countries; French Canadians; Intermediate Grades; *Language Arts; *Reading Achievement; *Reading Attitudes; Reading Research; Secondary Education; Secondary School Students; Student Attitudes; *Student Evaluation; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Manitoba

A study assessed the strengths, weaknesses, and degree of implementation of the reading dimension in the English Language Arts curriculum in grades 4, 8, and 11 of English language schools in Manitoba (Canada). At each grade, the student test assessed five major areas of reading performance. Assessment materials consisted of a student test, a student reading survey, and a teacher survey. Results for Franco-Manitoban

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Networks; Electronic Mail; Ethnography; Higher Education; Literacy; Peer Evaluation; *Reader Response; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Collaborative Writing; Computer Mediated Communication; New York (Upstate)

Part of a larger ethnographic study, this investigation focused on the literacy development of a college student as he participated in the virtual culture of a computer-networked writing classroom where all instruction and communication occurred through the computer. The student was a member of one of two classes of adult students, ranging in age between 25 and 48, all employed in upstate New York. Data included transcripts of large- and small-group discussions, response writings and compositions, composition logs, focus group discussions about computer networking, transcripts of electronic mail communications, field notes, and student interviews. Results indicated that: (1) e-mail communication between the teacher and the student served as backstage support; (2) the relationships the student developed with members of the small group provided an anchor for his actions within the large group; (3) the student gained respect from class members, which may have been more forthcoming through computer networking than in face-to-face interaction where traces of the student's speech handicap might have caused resistance; (4) his writing demonstrated a closing of the communication gap through his strength of voice and his attention to clarity and coherence; and (5) the student acquired metacognitive knowledge about writing and valued peer response. Findings suggest that an electronic environment where readers' responses link feelings to thought and where responses are shared with ease can lead to more powerful learning for some students than in a traditional classroom. (Contains 21 references.) (RS)

ED 364 876 CS 011 520

Michel, Pamela A.
The Child's View of Reading: Understandings for Teachers and Parents.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Ability Grouping; *Beginning Reading; *Childhood Attitudes; Family Environment; Parent Participation; Primary Education; *Reading Attitudes; *Reading Instruction; Siblings; *Student Attitudes; Young Children
IDENTIFIERS- New Teachers

This book adopts the point of view of a child to consider young children and how they think about reading. A premise of the book is that beginning readers have rich understandings of reading and are able to share these insights with any adults who care to listen. The book argues that reading instruction can be improved by listening to children and adjusting instruction accordingly. The book does not advocate any single method of reading instruction other than listening to children and responding to what they say about reading. Chapters in the book are: (1) Introduction; (2) The Study: Listening Questions; (3) Tasks: Circling, Underlining, and Crossing Out; (4)

the techniques of "disciplined subjectivity" and "participant observer"; and (4) using metacognitive questionnaires to get closure on the cycle of healing. Such activities suggest positive steps to take to answer the call for a view of academic discourse that incorporates personal expressive writing. (A metacognitive questionnaire is attached.) (RS)

ED 364 895          CS 214 133

Hindman, Jane E.
Into Action: Reading Black and White Styles in the Composition Classroom.
PUB DATE- 19 Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Course Descriptions; *Freshman Composition; Higher Education; *Racial Differences; Teaching Methods; Undergraduate Students; Writing Improvement
IDENTIFIERS- *Communication Strategies; *Communication Styles; University of Arizona; Writing Contexts

Two graduate students teaching a required first-year composition course at the University of Arizona designed a classroom environment in which they could explore with students the invisible rules governing black and white people's notions of what constitutes "appropriate" communication. In many ways, their efforts at this large, public university with a predominantly white, affluent student population were disappointing. Though most of the students left the course better writers, few would be able to map out the differences in black and white communicative styles or to explain how those differences result in communicative conflicts. For the most part, the instructors were not able to focus the course on the topic of style very often. Recommendations based on the instructors' experience with this course are: (1) use genres accessible to the student population; (2) adapt the instructional approach according to the roles the instructor can play and that the students can assume; (3) with students, develop vocabulary that delineates different aspects of issues of race; (4) reverse the fore- and background discussions of racism; (5) capitalize on "communicative trouble" as a means of exposing implicit rules governing appropriate communication; and (6) create writing assignments that require students to situate themselves and their reading/writing processes in a context. Based on students' responses to end-of-semester evaluations, the course helped make students aware of the contextually bound nature of "appropriate style" and of communication effectiveness. (A detailed description of the goals for the course is attached.) (RS)

ED 364 896          CS 214 134

Hindman, Jane E.
"I Think of That Mountain as My Maternal Grandmother": Constructing Self and Other through Landscape.
PUB DATE- Dec 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Canada, December 27-30, 1993).

children's magazines and newspapers, literary terms, professional references, and children's book references are attached. (RS)

ED 364 916 CS 508 394

Chandler, Daniel Ross
Rhetoric of India: A Selected, Interdisciplinary Bibliography.
PUB DATE- 94
NOTE- 9p.; For an earlier bibliography, see ED 299 623.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Authors; *Cultural Context; Foreign Countries; Higher Education; *Intercultural Communication; *Rhetoric
IDENTIFIERS- *India

Focusing on the philosophical and religious literature of India, this updated annotated bibliography discusses 33 books published between 1961 and 1993. Books annotated in the bibliography discuss: the foundations of Indian culture, the rhetorical tradition, Indian literary traditions, the historical-cultural context, toward a rhetorical-cultural synthesis, and intercultural and international communication. The annotated bibliography also presents brief biographical sketches and lists of works by Aurobindo, the Dalai Lama, Mohandas Gandhi, C. Jinarajadasa, J. Krishnamurti, Rabindranath Tagore, Ramakrishna, and Vivekananda. (RS)

ED 364 917 CS 508 395

Dudczak, Craig A.; Altenbernd, Lisa M.
A Descriptive Analysis of Focus Group Respondents in the 1992 Presidential Debates.
PUB DATE- 1 May 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Debate; Higher Education; Participant Characteristics; Presidential Campaigns (United States); *Public Opinion; *Research Methodology; Sample Size; *Sampling; Statistical Surveys
IDENTIFIERS- *Focus Groups Approach; New York (Syracuse)

A study assessed the selection techniques used to secure focus group respondents at one site as part of a larger study to determine what viewers learned from the 1992 Presidential Debates. A two-stage random sampling technique was developed to select focus group respondents from the 224,041 registered voters in Syracuse, New York. The random selection procedure was used to select 88.8% of the prospective participants. The remaining prospects were selected from a stratified list to compensate for under-represented members drawn from the random sample. A total of 38 respondents (6.3%) agreed to be respondents as a result of telephone calls made to prospective respondents. Last-minute declines by individuals and their replacement by participants who were conveniently available skewed the representativeness of the 29 professionals, students, self-employed people, homemakers, and retirees who actually participated in the focus groups from the demographic characteristics of the community on the variables of gender and area of ethics; (2) incidental treatment of ethics; (3) conscious efforts to integrate ethics into the curriculum; and (4) courses focusing on ethics, values, and moral leadership. Over one-third of the institutions offered courses on ethics and several required such courses for fulfillment of a degree. The factors that have influenced the rising interest in ethical instruction--demographic, political, organizational, and ideological changes--are discussed. Because many inside and outside the school community view school leadership as a moral endeavor and recognize the need to prepare prospective administrators to function as ethical practitioners, interest in this topic will continue to grow. (Contains 99 references.) (LMI)

ED 364 937          EA 025 463

Rasell, Edith, Ed.; Rothstein, Richard, Ed.
School Choice: Examining the Evidence.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 93
NOTE- 364p.; Foreword by Ernest L. Boyer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Change; Educational Innovation; Educational Vouchers; Elementary Secondary Education; *Nontraditional Education; Parent Participation; Racial Integration; *School Choice; *School Organization; *School Restructuring; Social Integration

This book presents a summary of school-choice issues, and is organized around a 1992 seminar entitled "Choice: What Role in American Education?" Each part presents a set of conference papers, followed by discussants' remarks and excerpts from audience discussion. The introduction summarizes the papers' positions and conclusions. Participants generally agreed that choice cannot successfully drive school reform, but might be an ingredient of multifaceted school-reform efforts. Part 1, which examines the effects of school choice on the educational, racial, and socioeconomic integration of students, contains five chapters: (1) "The Sociology of School Choice: Why Some Win and Others Lose in the Educational Marketplace" (Amy Stuart Wells); (2) "The Scottish Experience of Parental School Choice" (J. Douglas Willms and Frank H. Echols); (3) "The Milwaukee Parental Choice Program" (John F. Witte); (4) "Effects of Choice in Education" (Stephen Plank, Kathryn S. Schiller, Barbara Schneider, and James S. Coleman); and (5) "Comments and General Discussion" (Michael Alves and Paul L. Pryde, Jr.). Part 2, which examines the effects of school choice on achievement, includes the following eight chapters: (6) "Choice, Achievement, and School Community" (Mary Erina Driscoll); (7) "Assessing Private School Effects: Implications for School Choice" (Peter W. Cookson, Jr.); (8) "Science or Policy Argument? A Review of the Quantitative Evidence in Chubb and Moe's Politics, Markets, and America's Schools'" (Valerie E. Lee and Anthony S. Bryk); (9) "A Re-Examination of Chubb and Moe's Politics, Markets, and America's Schools" (Marla E. Sukstorf, Amy Stuart Wells, and Robert L. Crain); (10) "The Forest and the Trees: A Response to Our Critics" (John E. Chubb and Terry M. Moe); (11) "Science or Policy Argument? A Rejoinder to Chubb and Moe" (Anthony S. Bryk and Valerie E. Lee); (12) "A Final Word on Chubb and Moe" (Marla E. Sukstorf, Amy Stuart Wells, and Robert L. Crain); and (13) "Comments and General Discussion" (Paul Hill and Herbert J. Grover). Part 3,

NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; *Organizational Change; Organizational Communication; Public Schools; *School Effectiveness; *School Restructuring; Systems Approach

This document describes the steps for redesigning public schools into Championship Schools, a comprehensive approach to transformation. Eight transformational processes are outlined: organizational conditioning, clarifying values, strategic planning, measuring, communicating, coaching, team building, and community building. To successfully redesign the traditional school to meet the specifications of the Championship schools, seven design tasks must be undertaken: (1) manage the transition; (2) build public support; (3) redefine standards, expectations, and assessments; (4) provide instruction that will ensure success for all; (5) create and install a high-performance management system; (6) integrate human-services delivery; and (7) integrate all tasks through strategic planning. The tools and strategies needed by leadership to effect the change are described. Part 2 demonstrates the application of one transformational process, community building, to the task of transition management. Included are notes about transition management, a description of the general purposes and practices of community building, a design for a community-building session, and five minilectures that introduce each session activity. Four figures are included. (LMI)

ED 364 957 EA 025 490

Krysinski, Patricia R.
Emerging Issues of Violence: Impact on Leading and Learning in Schools.
PUB DATE- Oct 93
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Crime; *Educational Environment; High Schools; High School Students; Public Schools; *Student Development; Student Experience; *Student Welfare; *Urban Schools; Victims of Crime; *Violence

A qualitative study was conducted in 1992 of high school students in an urban school district in the northeastern United States. The initial focus of the study was school and student culture, student expectations, curriculum, achievement, attendance, and dropout rates. However, the study progressed to focus on how students survive the violence in their schools and communities. Several high schools in the district were studied for 1 month through observation and interviews. During the second month of the study period, observations and indepth interviews were collected at just two high schools in the district. Data also were collected from school records and other public documents. The schools were of similar size with high-security

NOTE- 5p.; A product of the National Center for Statistics and Analysis.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Bus Transportation; Elementary Secondary Education; Mortality Rate; *School Buses; School Safety; *Student Transportation; *Traffic Accidents; Traffic Safety; Vehicular Traffic

This document provides statistical information regarding the incidence of school bus-related accidents and fatalities. Descriptive data are presented on occupant and pedestrian fatalities by age, time of day, and principal impact point on school bus vehicle; the number of school-age pedestrian deaths; and the number of school bus-related crashes. Most of the information covers the years 1983 through 1992. Some of the findings include: (1) One-half of all school-age pedestrians killed by school buses in the past 10 years were 5- and 6-year-old children; (2) more school-age pedestrians were killed in the afternoon than any other time of day; (3) impacts to the front of the vehicle occur in 48 percent of the school bus-related crashes involving occupant fatalities; and (4) an average of 41 school-age children died in school bus-related traffic crashes each year--11 school-bus occupants and 30 school-age pedestrians. (LMI)

ED 364 978 EA 025 521

School Bus Safety Report.
PUB DATE- May 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bus Transportation; Elementary Secondary Education; Federal Legislation; Mortality Rate; *School Buses; School Safety; Standards; *Student Transportation; *Traffic Accidents; *Traffic Safety; Vehicular Traffic
IDENTIFIERS- *National Highway Traffic Safety Administration

This publication provides a summary and update of school bus-safety activities conducted by the National Highway Traffic Safety Administration (NHTSA). This report discusses Congressional mandates and NHTSA's actions to improve school-bus safety (which include programs that affect human behavior and motor-vehicle safety performance), the magnitude of school bus-related injuries and fatalities, and current agency activities to make school-bus transportation even safer. Following a review of national safety standards and actions, information is presented on the magnitude of the school-bus problem and pedestrian-related fatalities. Regarding the seat belt issue, the National Academy of Science concluded that the overall benefits of seat belts on large school buses were insufficient to justify a federal requirement for mandatory installation. Other sections describe current amendments under consideration for vans used as school buses and current and future NHTSA activities. A conclusion is that school-bus transportation is one of the safest forms of transportation and that most school-bus crashes are minor. Although buses cannot be designed to withstand catastrophic crashes, the agency will continue to safeguard students who use school-bus transportation. Five figures are included. (LMI)

ED 364 979 EA 025 522

Learning in Medical and Managerial Education" (Edwin M. Bridges and Philip Hallinger); and "Conclusion: The Expertise of Educational Leaders" (Kenneth Leithwood, Philip Hallinger, and Joseph Murphy). References accompany each chapter. (LMI)

ED 364 998 EA 025 547

McGaw, Barry; And Others
Improving Australia's Schools. Executive Summary of "Making Schools More Effective: Report of the Australian Effective Schools Project".
PUB DATE- 93
NOTE- 20p.; For full report, see ED 361 829.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; *Educational Improvement; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *School Effectiveness
IDENTIFIERS- *Australia

This booklet summarizes findings of a study, the Effective Schools Project, which sought to promote public discussion about improving educational quality in Australia. Questionnaires that were distributed with 300,000 booklets elicited a total of 7,203 responses from principals, parents, staff, and schools. Respondents were asked to identify the important components of an effective-school curriculum, the extent of parent and teacher roles, and the goals for student learning. Findings indicate that: (1) accountability is viewed as a local issue; (2) discipline problems are not seen as a major concern; (3) other goals are ranked equally or at least as important as academic achievement; and (4) the role of central administration is to set broad policy guidelines and to provide schools with professional support services. Some characteristics of an effective school include a central focus on learning and a conducive school climate; a concern for the learning and welfare of all its students; a committed and professional staff; an organizational culture characterized by collaborative decision making and effective educational leadership; a curriculum that is relevant, coherent, and inclusive; a focus on ongoing professional development; and parent involvement. (LMI)

ED 364 999 EA 025 548

Pannell, Dorothy VanEgmond
School Nutrition Facility Planning Guide.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Conversion; Building Plans; Construction (Process); *Design Requirements; Elementary Secondary Education; *Facility Guidelines; *Facility Planning; Facility Requirements; *Food Handling Facilities; *Food Service; Nutrition; Space Utilization; Specifications; State Standards; Storage
IDENTIFIERS- *California

This publication is designed to help superintendents, local facilities coordinators, and food-service directors in planning

ED 365 019 EC 302 644

Meidenbauer, Nancy
Special Education Resource Teacher: Elementary Level. Careers in Special Education. No. 91.93.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; *Careers; *Disabilities; Elementary Education; Employment Potential; *Resource Teachers; *Special Education Teachers; Teacher Characteristics; Teacher Education; Teacher Role; Teaching Conditions; Work Environment

This brief introduction to the career of elementary level special education resource teacher first describes the nature of the work and the variety of settings in which these educators work. The pamphlet explains the education required, desirable personal qualities, the job outlook and possibilities for advancement, and some ways for high school students to explore such a career. A practitioner profile describes the work and attitudes of one such special educator. Four organizational resources are listed. (DB)

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ED 365 020 EC 302 645

Sarda, Lynn VanEseltine, Ed.
Perceptions, 1992-93.
PUB DATE- 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Behavior Disorders; *Classroom Techniques; Conflict Resolution; Elementary Secondary Education; *Emotional Disturbances; Individual Development; *Intervention; Mainstreaming; Mentors; Resource Allocation; Resource Centers; Self Concept; Stress Variables; Student Attitudes; Student Evaluation; Teaching Methods

This document consists of the four issues of the journal "Perceptions" issued during the 1992/93 publishing year (volume 27). This journal deals with services for students with emotional disturbances. The Winter 1992 issue contains the agenda of a 1992 conference on "Educational Excellence with Diminishing Resources" sponsored by the Association of New York State Educators of the Emotionally Disturbed. The Spring/Summer 1992 issue contains the following articles: "Mentoring in New York State: Collaboration in Action" (Nancy Brennan), which describes an experienced teacher/beginning teacher program; "A Personal Journey" (Joseph V. Burger), which recounts the author's search for the nature of resilience and applies it to educational leadership; and a research study by John J. Wheeler and others titled "Identifying the Behavioral Expectations of Teachers across Settings and Their Impact on the Inclusion of Students with Severe Behavior Disorders." The Fall 1992 issue contains the following articles: "Safe Stress: A Proactive Response to Conflict and Crisis in the Classroom" (Thomas F. Reilly and Gordon D. Wrobel); "New York State Teacher Resource and Computer Centers: A Unique Educational Infrastructure" (Helen Hartle); and a fictionalized account of two teachers learning from one another titled "If You're Happy and You Know

Shapiro, Joel F.
Developing a Social Skills Training Program To Assist Special Education Middle School Students Entering the Mainstream.
PUB DATE- 20 Aug 93
NOTE- 76p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; Behavior Rating Scales; *Communication Disorders; Elementary School Students; Friendship; *Gifted Disabled; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Mainstreaming; Middle Schools; Parent Education; Role Playing; Self Esteem; Skill Development; Social Integration; Special Classes; Teaching Methods; *Transitional Programs
IDENTIFIERS- Middle School Students

This practicum employed a systematic series of activities to assist special education middle school students (n=16) in making successful transitions from special classes into regular classes. Students were identified as either gifted-handicapped or communication disordered. Weekly class meetings were held in which general social skills issues were discussed, role playing techniques were used, and specific social skills were taught. Parents were encouraged to meet, and information about social skills development was provided to them. Results included: (1) students developed new, age-appropriate social skills; (2) students made new friends both in special and mainstream classes; (3) school staff increased their contacts with each other; (4) teachers and parents reported improved student behavior; (5) suspensions for inappropriate social behaviors in school dropped substantially; and (6) students' self esteem grew. Five appendices provide additional detail, including a chart for determining changes in students' social skills, examples of social skills development materials used, examples of social skills rating scales and skills development materials for parents, and charts for determining changes in students' friendships. (Contains 35 references.) (Author/DB)

ED 365 042 EC 302 667

McDougall, Donna M.
What Did I Do? A Scenario-Based Program To Assist Specific Learning Disabled Adolescents in Understanding Legal Issues.
PUB DATE- 12 Aug 93
NOTE- 41p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Civil Rights; Decision Making; Delinquency Prevention; High Schools; High School Students; Instructional Effectiveness; Knowledge Level; Law Enforcement; Laws; *Learning Disabilities; *Legal Problems; *Legal Responsibility; Lesson Plans; *Role Playing; *Teaching Methods

This practicum was designed to train eight adolescents with specific learning disabilities (SLD) about their legal rights and responsibilities, through a scenario-based program presented in the classroom as part of a transition program. The practicum involved the development of 22 scenarios, a pretest and posttest, and discussions and role-playing sessions with the scenarios. Among topics covered by the scenarios were: shoplifting, fatherhood (rights and responsibilities), routine traffic stop, disorderly conduct, assault and battery, parents' authority and responsibilities, fireworks, school attendance,

ED 365 061 EC 302 686

Hunt, Pam; And Others
Acquisition of Communication and Motor Skills within the Context of Cooperative Learning Groups in General Education Classrooms.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Cooperative Learning; Elementary School Students; Generalization; Group Experience; *Instructional Effectiveness; *Multiple Disabilities; Peer Relationship; Primary Education; *Psychomotor Skills; *Severe Disabilities; Skill Development; Student Role; Teaching Methods

Three elementary-aged students with severe, multiple disabilities acquired basic communication and motor objectives within cooperative learning activities conducted in their regular education classrooms. With gradually fading assistance from the instructor, the nondisabled members of the cooperative learning groups provided cues, prompts, and reinforcement to promote the learning of the disabled member. Results showed that the three students with disabilities not only independently demonstrated targeted basic skills within cooperative academic activities, but also generalized those skills during follow-up sessions to activities with other members of a newly formed cooperative learning group. In addition, tests of achievement of targeted academic objectives by the nondisabled members of their cooperative learning groups indicated that they performed as well as members of a control group within the classroom that did not include a child with severe disabilities. The study concluded that, within the structure of cooperative learning groups, there appears to be adequate opportunity, support, and motivation for learning basic communication and sensorimotor skills by students with severe, multiple disabilities.
(Author/JDD)

ED 365 062 EC 302 687

Won, Karen P.; And Others
The Effects of Integration on the Challenging Behavior of Students with Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 20 Jan 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; *Behavior Problems; Compliance (Psychology); Ecological Factors; Elementary Education; Elementary School Students; Environmental Influences; *Mainstreaming; *Outcomes of Treatment; *Severe Disabilities; Social Behavior; *Student Behavior; Time on Task

Three elementary-age students with severe disabilities were moved from a special education class to an integrated (chronological age-appropriate regular education) classroom. The intervention resulted in substantial reductions in challenging behavior along with simultaneous increases in appropriate task-related and social behavior for all three students. Frequent incidences of aggression, tantrums, noncompliance, off-task and out-of-

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Counselor Training; *Curriculum Development; *Disabilities; Elementary Secondary Education; Graduate Study; Higher Education; *Knowledge Level; Masters Degrees; Professional Education; Pupil Personnel Services; *School Counseling
IDENTIFIERS- *Central Michigan University

This paper describes Project SPECIAL TOPIC, which developed a preservice graduate training program at Central Michigan University for preparing related services personnel in the area of school counseling with special emphasis on special education needs. Two complete training cycles have been completed with a total of 22 full-time graduate students completing the special training. The project utilized existing competencies used by the university for preparing school counselors and added 14 competencies in special education including knowledge of the following: (1) current federal and state legislation, program guidelines, and policies; (2) the rights of individuals with disabilities and their families; (3) state program guidelines for classification and eligibility determination; (4) formal and informal assessment and observational procedures; (5) individual growth and development processes; (6) physical, mental, and emotional disabilities; (7) input, structure, and purposes of Individualized Education Programs; (8) ability, learning rates, modes of learning, and impediments to learning of people with disabilities; (9) ethnic, cultural, and language factors related to people with disabilities; (10) environmental and architectural barriers that prevent individuals with disabilities from full participation; (11) learning disorders, social and emotional behavioral problems of persons with disabilities; (12) psychological and sociological impact of disability; (13) impact of disability on the career decision-making process; and (14) roles and skills of other personnel within and outside rehabilitation and educational institutions. The curriculum's course list is attached. (DB)

ED 365 082 EC 302 707

Northeast Regional Resource Center. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Aug 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Regional Programs; *Special Education; *Technical Assistance
IDENTIFIERS- *Northeast Regional Resource Center VT

This document reports on activities of the Northeast Regional Resource Center (Vermont), which has provided technical assistance, consultation, and training concerning educational programs and services for children and youth with disabilities, to state education agencies and through the state agencies to local education agencies. Specific sections address the Center's goals and objectives, its approach and basic assumptions, activities, evaluation findings, and impact. Five types of activities were conducted: (1) identifying and documenting significant needs, problems, issues, and emerging trends; (2) developing state-specific, multistate, and region-wide technical assistance plans; (3) designing and delivering

Languages; Vowels
IDENTIFIERS- *Zapotec

In Quiegolani Zapotec (QZ), a language spoken by approximately 3,000 people in Oaxaca, Mexico, words contain minimal consonant clusters of two or even three consonants, and most of these clusters show a decreasing scope of sonority. This violates sonority constraints proposed by Greenberg (1978) and further discussed by Bell and Saka (1983). QZ, like most Zapotec languages, has a lenis-fortis distinction among some of its consonants. However, this distinction is less clear in QZ than in other Zapotec languages and carries a lower functional load. After an introduction, this paper discusses the phonemes, consonants, vowels, prosodies, and consonant clusters in QZ. It is suggested that many of the unusual consonant clusters in QZ can be explained by the QZ tendency toward monosyllabic words. This tendency is seen clearly in Spanish loanwords. Typically, only some of the consonants of the unstressed syllables remain. Many words that are polysyllabic in other Zapotec languages have been reduced to one-syllable words in QZ by the same process. (JL)

ED 365 102 FL 021 597

Van Valin, Robert D., Jr.
Role and Reference Grammar.
PUB DATE- 93
NOTE- 12p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Language Typology; *Linguistic Theory; Pragmatics; *Semantics; Structural Analysis (Linguistics); *Syntax

This paper discusses Role and Reference Grammar (RRG), which is a structuralist-formalist theory of grammar. RRG grew out of an attempt to answer two fundamental questions: (1) what would linguistic theory look like if it were based on the analysis of Lakhota, Tagalog, and Dyirbal, rather than on the analysis of English?; and (2) how can the interaction of syntax, semantics, and pragmatics in different grammatical systems best be captured and explained? It is suggested here that RRG illustrates one possible answer to these questions, and that it shows that it is possible to have a rigorous, typologically-sensitive grammatical theory that takes semantics and pragmatics as central features. It has attempted to deal not only with the issues that have interested typologists and functionalists. Recent work has proposed a functional account of subjacency that relies crucially on interactions among the linking system, focus structure, and syntactic structure. (JL)

ED 365 103 FL 021 598

Weber, David
The Binding Properties of Quechua Suffixes.
PUB DATE- 93
NOTE- 75p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593. Paper originally presented at the Workshop on Language, Language Policy, and Education in the Andes (Newark, DE, November 1991).
LANGUAGE- English

interdisciplinary collaboration in developing a classification of micro-skills for offering structured feedback on student writing is described. (Author/JL)

ED 365 123 FL 021 699

Hui, Max; Leung, Lily
Linking Language and Content Instruction in the Social Sciences.
PUB DATE- Sep 93
NOTE- 9p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Cooperation; *English for Academic Purposes; Foreign Countries; Higher Education; *Second Language Instruction; *Social Sciences; Staff Development; Student Evaluation
IDENTIFIERS- *Content Area Teaching; *University of Hong Kong

This paper begins with a brief review of some of the controversies about linking language and content instruction in English for Academic Purposes (EAP) courses. It then describes an attempt at fostering such a link through collaboration between the language teachers and the content teachers in an Academic Communication and Study Skills course at the University of Hong Kong. While the collaboration has resulted in the production of six discipline-specific language modules, it has given rise to a number of issues in course administration, staff development, and student assessment. Drawing on the experiences involved in designing these two modules, these issues and their practical implications are discussed. (JL)

ED 365 124 FL 021 700

Cooley, Linda
Using Study Guides: An Approach to Self-Access.
PUB DATE- Sep 93
NOTE- 10p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; *Independent Study; *Student Developed Materials; *Study Guides
IDENTIFIERS- *University of Hong Kong

This report describes an approach to self-access work with first-year college students at Hong Kong University, explains the rejection to this approach, and outlines the current development of study guides for students in line with the adoption of an approach that seeks to provide a guided independence for students. The idea behind the study guides is that students can use them as models of how to plan their own schemes of work. They are meant primarily to be an initiation to self-direction. Students at Hong Kong University were asked to create their own study guides, which met with varying degrees of success. Only two groups of students were able to develop a study guide. It was found that some students were not yet ready for self-access learning. (JL)

Noreau) describes the restructuring of Canada's federal government that created a National Literacy Secretariat with a new Department of Human Resources and Labor. "Investing in People" (Gary Hill) focuses on the use of a toll-free number, the Hotline, which is available in the United States and Canada, to allow citizens easy access to literacy services. "Baltimore: The City that Reads" (Kurt Schmoke) describes the city's literacy initiative, discusses the need for lifelong learning goals, and proposes a number of ways to meet those goals. "How Big Is the Problem?" (Peter Larson) focuses on the lack of action on the part of the Canadian business community to tackle the problem of literacy. Three triggers that can push literacy ahead on the business agenda are identified: total quality management, technological change, and labor-management cooperation. "Workplace Literacy" (Sheila Sherow) discusses workplace literacy as a national concern and describes a workplace literacy specialist model that was piloted in Pennsylvania. The directory of participants lists names and addresses of 301 contacts. (YLB)

ED 364 658            CE 065 037

Maloney, Thomas R.; San Jule, Timothy F.
Dairy Farm Worker Training at Tompkins Cortland Community College 1989-1990.
PUB DATE- Mar 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Animal Husbandry; *Community Colleges; *Curriculum Development; *Dairy Farmers; Farm Occupations; Pretests Posttests; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; *Student Recruitment; Two Year Colleges
IDENTIFIERS- Job Shadowing; Tompkins Cortland Community College NY

Tompkins Cortland Community College (New York) developed a procedure to recruit and train potential dairy farm workers. A number of marketing efforts were undertaken: distribution of 150 recruitment posters, distribution of public service announcements to 27 area news agencies, 76 paid radio spots broadcast by 4 stations, and staff member follow-up on 48 local residents' request for information on the dairy training program. The curriculum, designed by the advisory board with the cooperation of several dairy training experts, included three primary parts: orientation, classroom training, and job shadowing. The 20-hour dairy skills curriculum had four primary parts: feeding and nutrition, dairy cattle reproduction, the milking process, and milking equipment. Twenty-five enrollees began the program; 22 completed the classroom training. Almost half of those completing the training became employed on local dairy farms. A pretest-posttest assessed the effectiveness of the teaching methods. The average score on the pretest was 56 percent; the average score on the posttest was 85 percent. According to the student course evaluation, students responded well to the course, would have liked to be able to have more "hands-on" experience, and believed the program was pertinent to their needs and interests. The farmers who participated in the program were, for the most part, pleased with the students they worked with and were impressed with the program. (Appendixes include the curriculum and results of the student course evaluation and farmer evaluation. The back cover page lists other Agricultural Economics Extension publications and their report numbers. (YLB)

Countries; International Cooperation; *International Programs; Partnerships in Education; Postsecondary Education; Program Development; *Research and Development; Strategic Planning; *Vocational Education

IDENTIFIERS- *European Community; *United Kingdom

This book is intended to assist educational and research organizations and others interested in education/vocational training and/or research and development (R&D) in taking full advantage of the challenges and opportunities of membership in the European Community (EC). Discussed in Part 1 are various aspects of the policy context of Europeanization. Part 2, which is intended to provide a step-by-step guide to applying for EC funding, outlines the main EC education and vocational training programs. Part 3 contains a chapter discussing R&D cost sharing, contracted research, and benefits and costs of participating in R&D programs and a directory of the primary R&D programs in the EC. Discussed in Part 4 are the various organizational issues facing further and higher education (FHE) institutions as a result of EC membership. Part 5 contains seven case studies of good practices taken from FHE and the private sector, and Part 6 presents concluding observations on the challenges of the single European market for organizations in the United Kingdom. Appended are annotated lists of contact points for specific EC training and R&D programs and sources of general information on EC policies and programs and suggestions for finding partners for education/training and R&D programs. (MN)

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ED 364 678 CE 065 157

Hamilton, Stephen F.

Apprenticeship for Adulthood. Preparing Youth for the Future.

PUB DATE- 90

NOTE- 223p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Education; *Apprenticeships; Comparative Analysis; Educational Needs; Educational Opportunities; Educational Practices; Educational Trends; Education Work Relationship; Employment Patterns; Foreign Countries; Futures (of Society); *Noncollege Bound Students; Postsecondary Education; Secondary Education; *Transitional Programs; *Vocational Education; *Youth Employment; Youth Programs

IDENTIFIERS- *Germany; *United States

The educational and employment opportunities available to noncollege-bound youths in Germany and the United States were compared. The analysis focused on the following: the future of youth and work, the transition from school to career, apprenticeship, academic education, and vocational education. The existing U.S. apprenticeship system, in which only 5 percent of all high school graduates enroll immediately after graduation and in which three-fourths of all apprentices are prepared for employment in only about 30 primarily blue-collar occupations, was found to contrast sharply with the German apprenticeship system, which serves 28 times more youths than the current U.S. system and which prepares both females and males for a wide range of white-collar and blue-collar occupations. It was concluded that the German apprenticeship system must not simply be transplanted intact to the United States but must instead be made more flexible and reflective of U.S. values and traditions. It was recommended that a U.S. apprenticeship system be developed that would accomplish the following: exploit workplaces and other community settings as percent offered no employer-financed health insurance. Sixty percent of the job openings that occurred in a typical week led to a job lasting less than 1 year. Instead of relying on upward mobility within an occupation, workers could increase their qualifications for more attractive occupations. Findings suggested three lessons concerning employment as a strategy for helping people escape chronic poverty: relevance of employment, importance of reducing barriers to employment, and importance of occupational upgrading. (Appendixes include a list of the 309 occupations, list of occupations offering jobs of higher quality, statistical regression analysis, and 97-item bibliography.) (YLB)

ED 364 697 CE 065 187

Gregory, Vikki L.
ET: Employment and Training Activities Serving Predominantly Low-Income Residents of Washington, D.C., with Limited Employment Qualifications.
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Economically Disadvantaged; *Employment Qualifications; *Employment Services; *Financial Support; Job Placement; Job Search Methods; *Job Training; Low Income Groups; Poverty; *Unskilled Workers
IDENTIFIERS- *District of Columbia

To assess the scope of local employment and training (ET) activities as part of citywide efforts to reduce poverty, a project measured the current state of employment and training services in the District of Columbia. Interviews with local officials provided budget totals and information about the range of ET activities available to low-income District residents; ET programs were inventoried and recent data were extracted for analysis. Findings indicated that, in 1986, nearly $68 million was spent on ET services predominantly for low-income DC residents. The funds originated from six federal departments, two Congressional appropriations, City Council and District government agency reallocations, and foundations and private employers. The monies bought three general categories of services: skills development, job search, and support services. Three groups of providers of ET services were official, educational, and special needs sectors. ET funds were often targeted; federal funds were especially likely to be strict in their restrictions or requirements. Five occupational areas predominated in ET training programs: clerk typist, other clerical, kitchen helper, custodian, and housekeeper. Fewer than two-thirds of all participants who enrolled in the inventory programs successfully completed them. About 86 percent of program completers were placed in jobs. (Appendixes include the methodology, selected ET programs, and program list.) (YLB)

ED 364 698 CE 065 188

Maxfield, Myles
Getting Hired: Characteristics Employers Prefer in Unskilled Job Applicants.
PUB DATE- 88
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

of a guide to literacy services was recommended to facilitate the access of families to these programs. The council recommended encouragement of a dramatic increase in the availability of workplace literacy programs in New Jersey. The recommendations focused on how small and medium-sized firms, unions, government, and educational agencies become partners in this effort. The council concluded that the delivery network for adult basic education and literacy programs was inadequate. Recommendations included developing greater cooperation between public and private providers of literacy services, providing increased funding to assist the nonprofit literacy agencies, and better serving special populations. (YLB)

ED 364 718 CE 065 249

Fourth Biennial Evaluation (Program Years 1991 and 1992) of the Vocational Education System and the Coordination between JTPA and Vocational Education.
PUB DATE- Mar 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Career Counseling; Career Education; Career Guidance; Cooperative Education; *Cooperative Programs; *Coordination; Educational Legislation; Education Work Relationship; *Employment Programs; Federal Legislation; High Risk Students; Integrated Curriculum; *Job Training; Labor Force Development; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *New Jersey

A biennial evaluation of the adequacy and effectiveness of New Jersey's vocational education delivery systems in meeting Perkins Act purposes and their coordination with the Job Training Partnership Act (JTPA) resulted in 19 recommendations. Respondents to a survey of country vocational districts, JTPA service delivery areas, and community colleges identified three barriers to educational coordination: access to training via public transportation, performance-based contracts, and class scheduling. Opinions of practitioners and consumers of vocational services regarding the delivery system that were presented at public meetings were incorporated into the evaluation. The State Council on Vocational Education made recommendations to restructure and revitalize occupational education. A task force also offered recommendations for preparing at-risk youth. Recommendations from this evaluation included the following: definition of occupational education, comprehensive career education, WorkLink, articulation, market-based outcome-oriented accountability system, integrated vocational and general education, Youth Apprenticeship option, linkage between secondary education and apprenticeship, new construct for cooperative education, competency-based education, vocational education certification, restructured career counseling, integrated career guidance, "best practices" identification, and linkages to business and labor. (YLB)

ED 364 719 CE 065 250

Youth at Work: Making It in the Global Economy. A Report of the At-Risk Youth Task Force.
PUB DATE- Sep 93

Variables; Relevance (Education); *School Effectiveness; Student Financial Aid; Tables (Data); *Vocational Education; *Vocational Schools

Annual report data for the 1990, 1991, and 1992 school years of schools and colleges accredited by the Accrediting Commission of Career Schools/Colleges of Technology were analyzed to determine whether such schools and colleges have any characteristics that are significantly related to their performance. The following six measures were derived: graduation rates, withdrawal rates, and training-related placement rates of the schools calculated for full-time and for part-time students. For each of the 3 years studied, nearly two-thirds of full-time students leaving the accredited institutions graduated, and three-fourths of graduates found employment related to their area of study. Part-time students had lower (by 10-12%) graduation and training-related employment rates and higher (by 1-2%) withdrawal rates than full-time students did. Multiple-regression analysis established that the following school characteristics have consistent, statistically significant relationships with school performance: percentage of enrollment receiving Pell grants, percentage of students classified as Ability to Benefit students, average program length in weeks, main branch or campus, total enrollment, separate facilities, and faculty turnover. (Appended are project-related correspondence and eight tables detailing the correlations and multiple regression analyses for the identified performance measures for the 3 years studied.) (MN)

ED 364 736 CE 065 297

Lewis, Morgan V.; Harrington, Lois G.
Student Outcomes at Private, Accredited Career Schools and Colleges of Technology. An Analysis of the Effects of Selected School/College Characteristics on Student Outcomes for School Years 1990, 1991, 1992.
SPONS. AGENCY- Accrediting Commission of Career Schools/Colleges of Technology, Washington, DC.
PUB DATE- Aug 93
NOTE- 25p.; For a related report, see CE 065 296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Dropout Rate; Graduation; *Institutional Characteristics; Job Placement; *Loan Default; *Outcomes of Education; *Performance Factors; Postsecondary Education; *Private Schools; Relevance (Education); Technical Institutes; Vocational Education; *Vocational Schools

A study examined student outcomes at those schools and colleges that filed reports with the Accrediting Commission of Career Schools/Colleges of Technology during the 1990, 1991, and 1992 school years. The study focused on the following rates calculated separately for full- and part-time students: graduation, withdrawal, training-related placement, and default on Stafford loans. For each of the 3 years studied, nearly two-thirds of the full-time students leaving the accredited institutions graduated, and three-fourths of graduates found employment related to their area of study. Part-time students had lower (10-12%) graduation and training-related employment rates and higher (1-2%) withdrawal rates than full-time students did. Multiple-regression analysis of the relationships of the 4 outcomes studied to 25 measures of the schools' characteristics confirmed that the following program characteristics have consistent, statistically significant

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; *College Role; *Educational Improvement; *Educational Needs; Educational Planning; Educational Quality; Higher Education; *Leadership Responsibility; Secondary Education; *Vocational Education

A study was conducted to improve understanding of higher education's impact on the growth, sustenance, and improvement of vocational education programs in higher and secondary education. The research focused on how higher education can improve higher and secondary vocational education during the next 10 years. Research was conducted using the Delphi technique (a series of sequential questionnaires) to gather expert opinion. The sample consisted of 30 leading higher vocational educators and 30 leading secondary vocational educators selected by nomination by the current president and 5 former presidents of the American Vocational Association. The study respondents (75 percent of the sample) identified four techniques as the most useful for improving vocational education programs: (1) improve the image of vocational education to all publics; (2) provide more opportunities for upgrading faculty and staff skills; (3) collaborate more with secondary program leaders; and (4) implement research that documents examples from work settings that illustrate the needs of literacy skills, teamwork, negotiation, problem solving, and critical thinking. The study concluded that higher education must be responsible for taking the initiative to improve vocational education programs. (KC)

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ED 364 756 CE 065 328

NLS Handbook 1993. The National Longitudinal Surveys.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 93
NOTE- 223p.; For related documents, see CE 065 329-330.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Planning; *Databases; Data Collection; Educational Experience; *Employment Level; Equal Opportunities (Jobs); Geographic Regions; Goal Orientation; Guides; *Information Utilization; Labor Market; Occupational Information; Older Adults; Parent Influence; Place of Residence; Work Attitudes; *Work Experience; Young Adults
IDENTIFIERS- *National Longitudinal Surveys

This handbook introduces the reader to the National Longitudinal Surveys (NLS) research project and the various data sets that comprise the NLS. It is designed to assist readers in making an informed decision on whether the NLS is an appropriate data source for their research needs and to provide additional resources for those who desire more information. Chapter 1 provides information on the NLS, including the NLS samples, development of the NLS, purposes of the surveys, uses of the NLS, administration of the project, and current status and directions. Sections 2, 3, and 4 provide overviews of the NLS samples: the National Longitudinal Survey of Youth (NLSY), a sample of civilian and military youth first interviewed in early 1979 and reinterviewed annually; the NLSY Mothers and Children, a data set of information on the experiences of NLSY women as they become mothers and on the birth and early childhood experiences of their children; and the four Original Cohorts--NLS Older Men, NLS Young Men, NLS Mature Women, and

This curriculum guide was developed for an advanced half-credit course in a series of two that deal with keyboarding skills for high schools and elementary grades in Manitoba. The course is designed to improve a student's ability to manipulate a keyboard by reinforcing confidence and improving the functional skill level. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) five units of study. The units cover a review of introductory keyboarding, keyboarding skills development, advanced formatting, composition, and production. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 39 texts and an address for business education materials completes the guide. (KC)

ED 364 774 CE 065 424

Word Processing 30G. Interim Guide.
PUB DATE- 93
NOTE- 29p.; For the advanced course, see CE 065 425.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Educational Resources; Employment Potential; Foreign Countries; High Schools; Job Skills; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; Student Evaluation; Teaching Methods; Typewriting; Units of Study; *Word Processing
IDENTIFIERS- Manitoba

This curriculum guide was developed for a one-credit course for students in high schools in Manitoba. The course is designed to help students who wish to improve their keyboarding skills to acquire proficiency in using a high-end word processing package, whether for personal or vocational competence. This guide is for the introductory course in a series of two that develop word processing proficiency. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) five units of study. The units cover these topics: getting started, keyboarding skills development, introductory features, formatting, and other features. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 7 texts, 10 guides to WordPerfect, 5 guides to Microsoft Word, and 1 guide to Commodore computers, and a list of 9 resources and sources for materials completes the guide. (KC)

ED 364 775 CE 065 425

Advanced Word Processing 45S. Interim Guide.
PUB DATE- 93
NOTE- 26p.; For the introductory course, see CE 065 424.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Educational Resources; Employment Potential; Foreign Countries; High

screening, assessment, treatment, and foster care. A panel of agency staff from all service areas researched, designed, proposed, and implemented changes throughout the agency that affect sexually reactive children. Products of this practicum include a Screening Assessment, criteria for confirming a young perpetrator, a Treatment Options List, a curriculum outline for training foster parents, and the "Sexually Reactive Children and Child Protection Manual." The Risk Assessment and the criteria for identifying a young perpetrator have been adopted for state-wide use to standardize social casework practices across counties. The agency family therapist is developing a treatment group for low income sexually active children. The manual has been distributed throughout the state. Appendixes include: Preliminary Coursework Survey; standardized screening evaluation; risk assessment evaluation; treatment options evaluation; foster parent program evaluation; resource survey; treatment options list and foster parent training outlines. (Author/NB)

ED 364 794          CG 025 114

Dugan, Willis E.
Wood Block and Toy Project. Designed for Diversely-Abled Senior Volunteers.
PUB DATE- 93
NOTE- 62p.; A product of the Retired Senior Volunteer Program (RSVP) in cooperation with the Whitney Senior Center, St. Cloud, MN.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; *Frail Elderly; Institutionalized Persons; *Nursing Homes; *Older Adults; *Physical Disabilities; *Volunteers

This document describes a volunteer work project designed for nursing home and day-care center persons with minimal physical skills. Potential users of the project are cautioned to plan carefully for the host location where the project will be conducted, as the location must be easily accessible to older adults who may be handicapped and who may require transportation by agency vans or special buses. Users also are advised to provide attentive and caring supervision. The history of the Retired Senior Volunteer Program (RSVP) Woodblock and Toy Project is briefly reviewed, as is the role of the senior center in St. Cloud, Minnesota that shared its woodworking shop as a host and co-sponsor of the project. There are three major sections of this document. The first focuses on the nature and organization of the project and includes orientation suggestions. The second section concentrates on operational suggestions. This section discusses how to finance the project; how to obtain or make necessary materials, including scrap lumber, wheels, cloth pouches for the woodblocks, and child safe paints; how to store and inventory the products; how to distribute the products; and rewards for volunteers. The third section of the document includes descriptions, diagrams, and dimensions for basic woodblocks; a variety of cars and trucks; rainbow stacking rings; flip-flop pounding toys; and a mini-train set. Photographs and news stories pertaining to the project are appended. (NB)

ED 364 795          CG 025 115

Kysor, Daniel, F.

II details participant selection as well as demographic and conflict resolution/mediation experience prior to project enrollment. Chapter III discusses training activities and participants' reactions to them. Chapter IV presents agency implementation findings, and chapter V focuses on school-based participants' perceptions of and reactions to their program experiences. Chapter VI details school-based participants' assessments of project success, and chapter VII contains OREA conclusions and recommendations for program improvement. Also included are references and an evaluation report addendum. The evaluation concludes that the first year of Project STOP was successful, and that the level of implementation was more successful at some schools than others. (Author/NB)

ED 364 817          CG 025 140

Coping with Your Loss and Grief.
PUB DATE- Mar 93
NOTE- 13p.; A publication of Pacific Northwest Extension.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Coping; *Death; Divorce; Emotional Adjustment; *Grief; *Older Adults; Relocation; Retirement
IDENTIFIERS- *Loss

This guide offers advice to help people cope with a variety of losses, including losses associated with divorce, retirement, relocation, disability, or illness, and the loss of a pet, financial security, independence, or control and decision making. It discusses what one can expect when one suffers a loss and how to handle grief. Common reactions to grief, including physical, behavioral, emotional, cognitive, and spiritual reactions, are listed. A number of suggestions are made for ways that people experiencing loss and grief can help themselves: accept and talk about their feelings; give themselves time; accept support from others; resume their daily routines; be good to themselves; avoid alcohol and unnecessary medications; postpone major decisions; expect hard times; and seek professional help if needed. The conclusion reiterates the notion that grief takes time and hard work. A brief bibliography suggests publications for further reading. (NB)

ED 364 818          CG 025 141

Loss and Grief in Later Life.
PUB DATE- Mar 93
NOTE- 32p.; A publication of Pacific Northwest Extension.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Aging (Individuals); Anger; *Coping; *Death; *Emotional Adjustment; *Grief; Guilt; Loneliness; *Older Adults; Social Support Groups
IDENTIFIERS- *Loss

This guide is designed to help readers understand loss and grief, and to sensitively respond to the grief of others. Although emphasis is on losses experienced in later life, most information is equally applicable to grief throughout adulthood. A section on understanding loss in later life lists a number of losses that are associated with aging. The grief process is explained in the next section, followed by a section on accepting the reality of the loss. A section on experiencing about the discrepancy between reading/writing instructional outcomes in the classroom and the competency based minimal skills testing; (4) their reading pedagogy was based upon what they know good readers do rather than explicitly including methods which would motivate reluctant readers; and (5) they knew least about working with aliterate or unmotivated readers. Findings suggest that as instruction is changed to accommodate the aliterate/reluctant reader, it might be beneficial to include more nonfiction, more active, hands-on learning literacy activities, and more reader response fostering reading/writing as a social activity. (RS)

ED 364 837            CS 011 478

Swanson, Ann
Adult Book Club Discussions: Response as a Key.
PUB DATE- 1 Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; *Discussion; *Group Behavior; *Group Dynamics; *Literature Appreciation; Questioning Techniques; Reader Response; Reading Research; Secondary Education
IDENTIFIERS- *Book Clubs; Discourse Communities; Response to Literature

A study explored what an outside-the-classroom, authentic literature discussion involved. Three book club discussions (involving a leaderless group consisting of members of varying professions meeting monthly to discuss fiction and nonfiction reading selections) were audiotaped, transcribed and coded. Results indicated that: (1) when allowed to address any issue in the discussion of a text, the book club members spoke for a slightly longer time than is common in classrooms; (2) as the discussion moved along, respondents spoke for increasingly longer periods of time; (3) disagreement between members were never hostile and rarely direct; (4) several times during discussion, members requested affirmation of opinions or ideas; and (5) discussants responded with engagement in three key ways--descriptive text talk, parroting characters' words or thoughts, and placing words into characters' mouths or minds. Findings related to secondary literacy education suggest that students may benefit from a chance to develop group discussions and relationships surrounding texts, and they may benefit from and enjoy a chance to explore their own and each other's ideas without direction. (Contains 15 references.) (RS)

ED 364 838            CS 011 479

Moje, Elizabeth B.
Life Experiences and Teacher Knowledge: How a Content Teacher Decides To Use Literacy Strategies.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Content Area Writing; Ethnography; High Schools; *Reading Strategies; *Science Instruction; *Science Teachers; Secondary School Science;

schools indicated that: (1) students at all grades demonstrated a high response rate on the five subtests; (2) curriculum objectives related to literal comprehension in reading were satisfactorily achieved across all three grades; (3) many grade 8 and 11 students demonstrated difficulty in performing specific kinds of inferential reading tasks; (4) students had insufficient awareness of the variety of strategies available in constructing meaning from text; (5) students rated their reading abilities positively; (6) over nine-tenths of the teachers rated themselves as qualified or very qualified; (7) teachers felt in greater need of professional development in practical application areas than in theory-related areas; (8) teachers reported using a variety of different materials, although materials appeared to be insufficiently balanced; and (9) teachers at each grade level reported using a variety of teaching strategies. Recommendations suggest that: educators have access to and make regular use of curriculum documents; students be given access to a wide variety of appropriate reading materials; and educators be informed and brought up to date on current research. (One hundred three tables of data are included; four appendixes of data, scoring procedures, committee members, and a 34-item bibliography are attached.) (RS)

ED 364 857            CS 011 498

Manitoba Reading Assessment 1992. French Immersion Program: Grades 4, 8, 11. Final Report.
PUB DATE- Sep 93
NOTE- 248p.; For a similar study on Franco-Manitoban Schools, see CS 011 497; for a study on English Language Schools, see CS 011 499.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Evaluation; Elementary School Students; Foreign Countries; French; *Immersion Programs; Intermediate Grades; *Language Arts; *Reading Achievement; *Reading Attitudes; Reading Research; Secondary Education; Secondary School Students; Student Attitudes; *Student Evaluation; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Manitoba

A study assessed the strengths, weaknesses, and degree of implementation of the reading dimension in the English Language Arts curriculum in grades 4, 8, and 11 of English language schools in Manitoba, Canada. At each grade, the student test assessed five major areas of reading performance. Assessment materials consisted of a student test, a student reading survey, and a teacher survey. Results for the French Immersion program indicated that: (1) students at all grades demonstrated a high rate of response on the five subtests; (2) curriculum objectives related to literal comprehension in reading were satisfactorily achieved across all three grades; (3) many grade 8 and 11 students demonstrated difficulty in performing specific kinds of inferential reading tasks; (4) students had insufficient awareness of the variety of strategies available in constructing meaning from text; (5) students rated their reading abilities positively; (6) over nine-tenths of the teachers rated themselves as qualified or very qualified; (7) teachers felt in greater need of professional development in practical application areas than in theory-related areas; (8) teachers reported using a variety of different materials, although materials appeared to be insufficiently balanced; and (9) teachers at each grade level reported using a variety of

Processing Print: More Than Just Sounds; (5) Purpose: Whose?; (6) Reading Groups: Hard Cover/Soft Cover; (7) Standardized Test Time: Get a Good Night's Sleep; (8) Home: The Beginning; (9) Siblings: Teachers and Learners; and (10) Reading: Through the Child's Eyes. (Contains 72 references.) (RS)

ED 364 877 CS 011 521

Sainz, JoAnn; Biggins, Catherine M.
How Can the International Community Reading at Levels 0.0-4.0 in English Be Prepared for Skilled Professions in Fields Where a Command of the English Language Is Essential?
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Meeting of the International Council for Innovation in Higher Education (Mexico City, Mexico, December 1992). Best available copy--contains broken type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Adult Literacy; *Basic Skills; Career Education; Communication Skills; English for Special Purposes; *Functional Literacy; International Communication; Listening Skills; Reading Skills; Second Language Learning
IDENTIFIERS- Reading Uses

A universal language is needed whereby the international community can communicate in professions of common concern, and English is such a world language. Preparing the international community to read at functionally literate levels in English will strengthen and facilitate international trade. For career education purposes, a close link between education and work should be forged. Adults need to understand how concepts and procedures can function as tools for solving relevant problems. Teaching strategies and learning theories that should be considered for use with limited-English-proficient adults include: Lev Vygotsky's learning theory; Jean Piaget's notion of schemata; cross-curricular teaching strategies; reciprocal thinking; and small group instruction. Speaking and listening are central to learning and thinking, and are fundamental to learning both in school and throughout life. The teaching of basic skills should not preclude other goals such as reasoning and critical thinking. Members of the international community with limited English proficiency need a knowledge of concepts named in the English language. Providing students with a unique and valuable language experience, the "Easy Steps to Reading Independence" (ESTRI) program integrates reading with listening and speaking. The processes followed in the ESTRI program meet the needs of students with a wide range of previous levels of academic achievement and ethnicity. More investments in education and training are necessary for the long-term economic health of the international community. (Contains 33 references.) (RS)

ED 364 878 CS 011 522

Mahurt, Sarah F.
Teacher in Transition: A Case Study of the Change Process from Skills-Based to Whole Language Teaching. Research in Progress.
PUB DATE- 1 Dec 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; American Indian Literature; American Indians; *Cultural Context; Ethical Instruction; Higher Education; *Moral Values; *Oral Tradition; *Story Telling
IDENTIFIERS- Apache (Tribe); *Discourse Communities; Landscapes; *Rhetorical Strategies

In the Western Apache discourse community, landscape is not just the realm of nature in its sheer physicality. Neither are places in the landscape to be read as metaphors. Rather, places, visual things by reason of their identification with aspects of social hierarchy are literally giving moral messages, are imploring people to live right. This phenomenon operates in many if not all Native American rhetorics, though the content of the cultural texts, the specific moral message, varies among communities. And because the context essential to interpreting the messages is part of the shared knowledge of the discourse community, the "Other" cannot hear them. Unlike Western rhetorics that privilege product over process and discourse over silence, and that assign to the speaker/writer responsibility for meaning-making, Native American rhetorics are listener responsible. The process of identifying with another discourse community, that is, of acquiring its shared knowledge, is lengthy and requires great patience. (RS)

ED 364 897 CS 214 135

Collins, John J.
Developing Writing and Thinking Skills across the Curriculum: A Practical Program for Schools.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; Program Descriptions; Secondary Education; *Thinking Skills; *Writing Across the Curriculum; Writing Assignments; Writing Improvement; *Writing Skills
IDENTIFIERS- Content Area Teaching; *Writing Thinking Relationship

Designed with real teachers and real conditions in mind, this booklet presents a model for a writing-across-the-curriculum/writing-to-learn program that can be used in all classrooms in all subject areas from grades 4 to 12. The model presented in the booklet defines five types of writing assignments and the outcomes expected for each--using frequent, usually short, writing assignments to increase students' involvement in lessons, check on the understanding of concepts, or promote their thinking about content. The first chapter of the booklet provides a detailed description of the five types of writing assignments that form the basis of the program. The second chapter explains how to create assignments that, because of the elements the assignments contain, actually help to develop student writers. The third chapter of the booklet makes explicit the connection between the writing assignment and thinking skills. The last chapter discusses the need for a clear understanding of the program's expectations. (RS)

ED 364 898 CS 214 136

party affiliation. When applied to the study of non-homogeneous populations, as voters are, focus group research must approximate the representativeness standards normally associated with survey methodology. While it is premature to comment on the complete content analysis of the presidential debate focus groups, a cautionary note should be sounded to refrain from over-generalizing the results. Focus group methodology, appropriately adapted, can yield both qualitative understanding of political phenomena as well as quantitative generalizability. (Six tables of data and nine footnotes are included. (Contains 12 references.) (RS)

ED 364 918 CS 508 396

Noguero i Grau, Antoni
From Sevilla to Barcelona: Public Relations Research and Education in Spain. The Structure of Spanish Public Relations: 1980-1990.
PUB DATE- 28 May 93
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Foreign Countries; Higher Education; Media Research; National Surveys; *Professional Services; *Public Relations
IDENTIFIERS- *Professional Concerns; *Spain

A study examined the situation of the public relations profession in Spain from the point of view of public relations agencies or consultancies, and of individuals in public relations. Forty-four individuals (of a target population of 100) and 26 public relations agencies or firms (of a target population of 40) responded to questionnaires and interviews. Results indicated that: (1) the great majority said that public relations was useful to companies; (2) public relations was understood as mundane activities; (3) interviewees whose companies contain public relations departments considered that the results achieved were good, and that the departments will be strengthened in the future; (4) the level of qualification of the staff was graduates of universities, graduates of higher and lower technical colleges, and graduates of private colleges and public relations schools; (5) most public relations departments were structured as a single, centralized service; and (6) many public relations agencies and consultancies opened between 1985 and 1990. Results also indicated that the main activities undertaken by clients of the interviewees were, in order of importance: meetings and interviews with representatives of international organizations; distribution of sundry material to schools and to scientific organizations and associations; organization of and/or participation in press conferences, symposia, debates, and seminars; opening ceremonies and sports events; opinion polls and analysis; coordination of internal communications; and regular distribution of information to the press. (Six tables of data are included.) (RS)

ED 364 919 CS 508 397

Allen, Mike; And Others
Exposure to Pornography and Acceptance of Rape Myths: A Research Summary Using Meta-Analysis.

"The Role of Choice in School Reform," contains three chapters: (14) "New York City's Career Magnet High Schools: Lessons About Creating Equity Within Choice Programs" (Robert L. Crain); (15) "Democratizing Choice: Reinventing, Not Retreating from, Public Education" (Michelle Fine); and (16) "Comments and General Discussion" (Herbert J. Wahlberg and Anthony J. Alvarado). Part 4, "School Choice in American Education," includes "A Dialogue Between Two Educators," in which a discussion between Michael Cohen and Chester E. Finn is moderated by Kathleen Matthews. Endnotes, a bibliography, an index, a list of contributors, and information about the Economic Policy Institute are included. (LMI)

ED 364 938 EA 025 464

Dill, Vicky Schreiber
Closing the Gap: Acceleration vs. Remediation and the Impact of Retention in Grade on Student Achievement. The Commissioner's Critical Issue Analysis Series, Number 1.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); Educational Change; Elementary School Students; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Low Achievement; *Remedial Instruction; Secondary School Students; Student Placement; Student Promotion
IDENTIFIERS- *Texas

This publication provides a review of the research on issues relating to the gap in achievement between high- and low-performing students, focussing specifically on the topics of retention in grade, remediation of students who are underachieving, and accelerated instruction. Following the executive summary and introductory material, three sections respond to the following questions: (1) Does retention work? If not, why not? (2) Does student remediation help? What kind, if any, helps close the gap? and (3) What helps students the most? Part 1 explains why grade retention does not work and why it persists. The second part describes what works and offers highlights of current efforts to reform Chapter 1 programs. Part 3 describes accelerated instruction, restructured environments, and teacher recruitment, preparation, and development as innovative ways to increase student achievement. Finally, the three most formidable predictors of failure for at-risk students are identified--deficit model schools, dysfunctional families, and a disengaged society. An extensive bibliography is included. (LMI)

ED 364 939 EA 025 465

Texas Public School Education: Aiming for Excellence and Equity, 1990-1992. A Biennial Report to the 73rd Texas Legislature from the State Board of Education and the Texas Education Agency.
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Equity (Finance); Educational Finance; *Educational Objectives; Educational Policy; *Educational

environments, and the student populations were majority African-American. Thirteen teenagers at the two schools provided primary data for the study. In one of the schools, eight students were killed between May 1992 and January 1993. The students discussed how they cope in their violent surroundings, maintain their dedication to school and education, and their outlook for the future. The students also offer their reactions to the murder of a classmate. (Contains 45 references.) (JPT)

ED 364 958 EA 025 491

Peterson-del Mar, David
Building Coalitions To Restructure Schools.
PUB DATE- Nov 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Educational Cooperation; Elementary Secondary Education; Family School Relationship; *Parent Participation; Participative Decision Making; School Based Management; *School Business Relationship; *School Restructuring

This bulletin describes how schools are building coalitions with parents, businesses, and social agencies as part of their restructuring efforts. Data were derived from a review of literature and interviews conducted with principals, parents, teachers, business people, social workers, and state administrators. Chapter 1 outlines the general principles of collaborative school restructuring. It begins with several theoretical concerns--the reasons for restructuring, types of restructuring, and the relationship between restructuring and collaboration. The chapter then discusses how to determine if restructuring should occur and how to prepare staff and other members for collaborative restructuring. Chapters 2, 3, and 4 examine particular types of coalitions, namely those with parents, businesses, and social-service agencies. Each chapter addresses the types of restructuring projects that schools are undertaking within each group, how such endeavors are initiated and structured, and how to avoid pitfalls. A conclusion is that all three types of coalitions have the potential to change and improve the educational environment. Successful coalitions are characterized by early participation by people outside the school; effective communication; and local, grassroots solutions for local problems. (LMI)

ED 364 959 EA 025 492

Montenegro, Xenia
Women and Racial Minority Representation in School Administration.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; *Educational Administration; Elementary Secondary Education; *Females; *Minority Groups; Principals; *Racial Composition; Superintendents; *Women Administrators

This booklet presents findings of the fifth survey conducted by the American Association of School Administrators (AASA), which

Students At Risk. Legislative Research Commission Report to the 1993 General Assembly of North Carolina.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Family Environment; *Family School Relationship; *High Risk Students; Holistic Approach; Resources; Secondary School Students; *Social Services; *State Action; State Programs
IDENTIFIERS- *North Carolina

This document summarizes the proceedings of meetings held by the North Carolina Legislative Research Commission's Committee on Students at Risk in autumn 1992. Presenters were representatives of North Carolina governmental agencies and other organizations or programs. Findings include the following: (1) The term "students at risk" places responsibility on the student and overlooks the underlying conditions; (2) first priority should be placed on early intervention; (3) many of the state's programs and services are fragmented; (4) the state should develop a comprehensive child-focused, family-based approach; and (5) the state should use the Kentucky Family Resource and Youth Services Centers Program as a model of a school-linked family resources program. The committee endorses two legislative proposals before the North Carolina General Assembly that would establish a grant program to strengthen family resources and an independent study commission to improve educational support services. The committee also recommends that the Department of Public Instruction undertake a comprehensive study of various issues and that the Teacher Training Task Force study methods to increase the recruitment of minorities into the teaching profession. Appendices contain legislative memos, a list of committee members, and the two legislative proposals. (LMI)

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ED 364 980 EA 025 523

Short, Paula M.; Greer, John T.
Empowering Students: Variables Impacting the Effort.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 93
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary School Students; Elementary Secondary Education; Individual Power; *Organizational Climate; Participative Decision Making; *School Based Management; Secondary School Students; Self Efficacy; Student Needs; *Student Participation
IDENTIFIERS- *Student Empowerment

This paper describes a national 3-year project, the Empowered School District Project, which was implemented in nine school districts to empower school participants. This paper focuses on the efforts to empower students by helping them become independent, lifelong learners. The project was implemented in nine schools--five elementary and four high schools--in nine school districts across the United States. Data were derived the remodeling of an outdated food-service facility or the building of a new one. The introduction describes the roles of the local facility coordinator, the local child-nutrition director, the architect, the food-service facility's consultant, and the state Department of Education. Sections provide information on the following: steps in planning a kitchen facility; preliminary information needed for planning a facility; structural considerations; the receiving and storage area; food-preparation areas; serving and dining areas; offices and employees' facilities; dishwashing and sanitation areas; central kitchens and food-production centers; the food-service warehouse; specifications and blueprints; and evaluation of the completed facility. Fourteen tables and 12 figures are included. Appendices contain the California Uniform Retail Food Facilities Law, a list of large equipment approved for state funding, planning aids, and a sample plan and equipment layout for a production kitchen. (LMI)

ED 365 000 EA 025 550

Beales, Janet R.
School Voucher Programs in the United States: Implications and Applications for California. Policy Study No. 172.
PUB DATE- Jan 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Educational Opportunities; *Educational Vouchers; Elementary Secondary Education; Free Enterprise System; Private Sector; *School Choice; State Programs; Tax Credits; Tuition
IDENTIFIERS- *California

This document examines the implications and feasibility of school-voucher programs for the California education system. Following the executive summary and introduction, section 2 describes privately provided voucher programs, specifically: the Educational CHOICE Charitable Trust (Indianapolis, Indiana); The Children's Educational Opportunity (CEO) Foundation (San Antonio, Texas); Children's Education Foundation (Atlanta, Georgia); and Partners Advancing Values in Education (PAVE) (Milwaukee, Wisconsin). The third section presents findings of the Milwaukee Parental Choice Program (MPCP), a government-supported voucher program. Findings indicate that more low-income parents have applied to the PAVE program than to the MPCP because of fewer restrictions on access. Lessons learned about school choice are that: (1) regulations block access; (2) parents in all five programs identified educational quality as the most important consideration in choosing a school; and (3) bias can operate against minority students. Section 5 describes methodologies used by states with privately funded voucher programs. Recommendations for establishing a private-voucher program in California are offered in the sixth section. The conclusion recommends that state governments grant tax credits to organizations providing tuition vouchers and reduce business regulations affecting private schools. Six tables, a contact list, and list of target areas, are included. (LMI)

ED 365 001 EA 025 551

Hope for the Future: The State Plan for Educating Homeless Children and Youth. Revised.
PUB DATE- 91
NOTE- 53p.; For 1989 edition, see ED 314 528.

It, Clap Your Hands" (Edith Marks). The Spring 1993 issue contains: "Strategies That Promote Generalization for Youth with Disabilities: An Eight-Year Retrospective" (Sidney R. Miller et al.); "'They Tell Me I'm Crazy': Student Responses to Being Labelled Behavior Disordered" (William J. Behre et al.); and "Loneliness, Friendship, and Resilience" by Joseph V. Burger. (DB)

ED 365 021 EC 302 646

Klein, Stanley D., Ed.
Exceptional Parent, 1993.
PUB DATE- 93
NOTE- 673p.; Articles appearing in this journal are indexed in CIJE.
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Child Rearing; *Disabilities; Family Programs; Financial Support; Hearing Aids; Money Management; Parent Teacher Cooperation; Personal Narratives; Placement; Prostheses; Recreational Programs; Residential Programs; Resources; Technology

This document consists of the nine issues of the journal "Exceptional Parent" published during 1993. This journal contains articles particularly aimed at parents of children with disabilities. Major articles published during this period are the following: "Annual Guide to Products and Services"; "Coping with Incontinence" (Katherine F. Jeter); "Annual Income Tax Guide"; "Finding Funding for Assistive Technology"; "Insurance Claim Appeal" (Ryan J. Whitlow); "Adventures in Camping" (Ellen Coe); "Tough Choice" (Carole Briggs Ayres); "Recreation Resource Section"; "Evaluating Feeding Concerns" (Ellen H. King); "Health Care Reform" (David J. Dunn); "Aquatic Sports"; "Family Support Programs Are Growing"; "Inclusion" (from a parent's, a child's, an administrator's, and a U.S. Senator's perspectives); "Parent-Teacher Cooperation--A Shared Responsibility" (Priscilla H. Presley); "Residential Placement: Coping with Separation" (Karen Cord Taylor); "Choosing Holiday Toys"; "Health Care Reform: Getting to the Heart of the Matter" (William Sciarillo); "Purchasing a Hearing Aid"; "Update on School Bus Safety" (Roseann Schwaderer); "New Technology for Artificial Arms"; "Getting Started with Computers"; "Alliance for Technology Access Directory"; and "Technology Use at Home." (DB)

ED 365 022 EC 302 647

Koppenhofer, Janet; And Others
Facilitated Communication: An Annotated Bibliography. Creating Inclusive Communities: A Monograph Series, Number 1.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.; Maine State Dept. of Mental Health and Mental Retardation, Augusta.
PUB DATE- Jul 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

school's authority, handicapped rights, labor laws, driver's license rights and responsibilities, use of telephone, trespassing, age of majority, motorcycle usage, and rights in court. Results indicated that students increased their knowledge of their legal rights and responsibilities and also gained skill in making thoughtful decisions in this area. (Contains 13 references.) (Author/DB)

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ED 365 043 EC 302 668

Barresi, Dominick
Training Special Education Teachers and Paraprofessionals of Developmentally Disabled and Behaviorally Disordered Children and Youth in Applied Behavior Analysis.
PUB DATE- 3 Mar 93
NOTE- 49p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; *Classroom Techniques; *Developmental Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Maintenance; Paraprofessional School Personnel; Program Effectiveness; Special Education Teachers; Special Schools; *Staff Development

This practicum was designed to train special education teachers and paraprofessionals at a private, special education facility in ways to identify precursor behaviors and antecedent events eliciting maladaptive behaviors in children with developmental disorders and behavior disorders. Staff were given five inservice sessions (totalling 10 hours) on child management skills and applied behavior analysis. Although analysis indicated that the inservice training was effective and staff applied their new skills in the classroom, it also indicated that staff use of behavior management approaches trailed off after several weeks and staff reverted to their former ineffective methods. The program rating scale is appended. (Contains 17 references.) (DB)

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ED 365 044 EC 302 669

Chiodo, Carolyn B.
Increasing Academic Achievement of Second Grade Learning Disabled Students through Implementation of a Resource/Consultative Service Delivery Model.
PUB DATE- 8 Jul 93
NOTE- 84p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Consultation Programs; *Curriculum Based Assessment; Delivery Systems; Elementary School Students; Grade 2; Inservice Teacher Education; *Learning Disabilities; Primary Education; Program Effectiveness; *Regular and Special Education Relationship; *Resource Teachers; *Teaching Models; Teamwork

This practicum implemented a resource/consultative model in place of a pullout model that was failing to meet the needs of second grade students with specific learning disabilities (SLD), at-risk students, and regular and special educators. The practicum involved conducting team meetings, increasing faculty awareness, and implementing curriculum-based assessment. Informal consultation services were provided and workshops were held to explain and provide instructional assistance in seat behavior were noted in the segregated environment. When in the integrated environment, students were observed to only occasionally engage in mild aggression (typically toward objects) and off-task behaviors, with no occurrence of tantrums or noncompliance. Results are discussed regarding the nature of special and regular education classrooms and the implications for effectively serving those students with disabilities that include challenging behavior. (Contains approximately 50 references.) (Author/JDD)

ED 365 063 EC 302 688

Goetz, Lori; And Others
Student Descriptor Scale Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; *Disability Identification; Elementary Secondary Education; Eligibility; Evaluation Methods; Interviews; *Severe Disabilities; Student Characteristics; Student Evaluation; Test Reliability; Test Validity

The Student Descriptor Scale (SDS) was developed as a validation measure to determine whether students described and counted by states as "severely handicapped" were, indeed, students with severe disabilities. The SDS addresses nine characteristics: intellectual disability, health impairment, need for toileting assistance, upper torso motor impairment, lower torso motor impairment, communication disorder, environmental responsivity, sensory impairment, and behavior disorder. Use of the scale involves a 10-minute observation of the student while engaged in an instructional activity and a brief interview with the teacher. Results of reliability and validity testing indicate that students reported in state child count data as "severely disabled" did indeed fit that description. The four characteristics judged most strongly and consistently discriminative were found to be: (1) independence in toileting, (2) ambulation impairment, and (3) impairment in communication linked with (4) estimates of intellectual function. A copy of the SDS and the teacher interview questions is included, along with descriptions of two sample students and their completed SDS forms. (Contains 12 references.) (JDD)

ED 365 064 EC 302 689

Volkmar, Fred R.; Klin, Ami
Theory of Mind Deficits in Autism: Social or Cognitive? Primary or Secondary?
PUB DATE- 25 Mar 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Autism; Children; *Cognitive Processes; *Etiology; *Interpersonal Competence; *Metacognition; *Social Behavior; Theories

technical assistance; (4) coordinating program activities with other Regional Resource Centers and related technical assistance projects; and (5) project administration. Among the areas addressed by the Center's technical assistance activities were the following: improving options for students in the least restrictive environment while coordinating with "restructuring" efforts; planning comprehensive systems of personnel development; creating mechanisms for increasing parental involvement in the educational process; focusing on the needs of racial, cultural, or linguistic minorities; implementing program evaluation models, procedures, and techniques; applying new technologies to instruction and administration; and developing models, programs, and services for seriously emotionally disturbed students. Brochures describing the Center and the Institute for Program Development are attached. (Author/DB)

ED 365 083          EC 302 708

Denti, Lou; Liderbach-Vega, John
Bridging the Gap between Regular & Special Education: Adventure-Based Counseling for Students with Emotional Disturbances in Public Schools.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *Counseling Services; *Emotional Disturbances; *Group Experience; High Schools; Interpersonal Competence; Interpersonal Relationship; Junior High Schools; *Peer Relationship; Physical Activities; *Program Development; Program Implementation; Secondary School Students; Self Concept; Self Esteem; Self Evaluation (Individuals); Social Integration; Student Development
IDENTIFIERS- *Riverside County Schools CA

This paper describes the development and implementation of an adventure-based counseling program with six groups of junior high and high school students having severe emotional disturbances in Riverside County, California. The program's objectives were: (1) to improve students' communication skills, self-confidence, trust, respect for others, and problem-solving techniques; (2) to help students experience the benefits of effective group cooperation through participation in challenging physical activities; and (3) to integrate regular and special education students into adventure groups and foster friendships. The paper describes the initial trial phase, the program preparation procedures (including staff development, arranging to provide a 6-hour Ropes Course experience for the students, and obtaining relevant insurance certification and parental consent forms). Actual implementation involved weekly adventure sessions of 60 to 90 minutes on school grounds, including a follow-up discussion of successes, failures, and feelings as well as 1 full-day Ropes Course experience. Specific modifications planned for the program's second year are identified, such as offering the program early in the school year, clarifying the teacher's role, and carefully integrating nonhandicapped students into the adventure groups. (Contains 21 references.) (DB)

ED 365 084          EC 302 813

Wagner, Mary, Ed.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case (Grammar); *Grammar; *Linguistic Theory; Morphology (Languages); *Quechua; Structural Analysis (Linguistics); *Suffixes; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Anaphora

This paper sketches an explicitly non-lexicalist application of grammatical theory to Huallaga (Huanuco) Quechua (HgQ). The advantages of applying binding theory to many suffixes that have previously been treated only as objects of the morphology are demonstrated. After an introduction, section 2 outlines basic assumptions about the nature of HgQ categories and structures, and section 3 discusses inflection, proposing an analysis of SUBJECT MARKING ANOMALY phenomena. Section 4 argues that HgQ's complementizers are really its case-marking suffixes. Section 5 deals with the possessive suffixes, showing that in Agr-P they are mildly anaphoric. Section 6 focuses on switch reference, deriving a wide range of facts from some structural assumptions and then claiming that "-r" 'advss' is anaphoric and the possessive suffixes in Agr-S are pronominal. Section 7 discusses "infinitives," claiming that "-y" is anaphoric. Section 8 discusses uses of "-q," claiming that it is anaphoric. Section 9 sketches one verb incorporation phenomenon and shows how this fits in with other claims made here. Section 10 describes differences between HgQ and the Quechua of Ancash. (JL)

ED 365 104 FL 021 599

Franklin, Karol Joy
Obligatory Dative Clitic Doubling in Spanish.
PUB DATE- 93
NOTE- 34p.; In: Work Papers of the Summer Institute of Linguistics, 1993. University of North Dakota Session, Volume 37; see FL 021 593.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case (Grammar); *Grammar; Language Research; *Linguistic Theory; Phrase Structure; *Spanish; Structural Analysis (Linguistics)
IDENTIFIERS- *Clitics

This study investigates the phenomenon of obligatory dative doubling, examining data based upon a critique of two analyses of clitic doubling in Spanish within different grammatical frameworks. Previous analyses propose that dative clitic doubling is obligatory whenever the Noun Phrase in indirect position is not a semantic Recipient/Addressee (Goal). The data presented demonstrate that obligatory clitic doubling does not depend solely on the thematic role of the dative but that other features must be considered. The paper is organized as follows: Section 2 reviews an analysis proposed within Relational Grammar and outlines structural and theory-based problems with the argument; Section 3 summarizes another analysis regarding dative clitic doubling proposed within Government and Binding theory as well as potential theory-based problems and shows the similarities with the earlier theory. Section 4 discusses thematic roles and presents data that cannot adequately be accounted for by either analysis. Section 5 presents implications for further research. (JL)

ED 365 105 FL 021 623

ED 365 125 FL 021 701

Martyn, Elaine; Voller, Peter
Teachers' Attitudes to Self-Access Learning.
PUB DATE- Sep 93
NOTE- 9p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; *Independent Study; *Language Teachers; Second Language Learning; Surveys; *Teacher Attitudes
IDENTIFIERS- *University of Hong Kong

This paper details the results of two surveys of teacher attitudes to self-access that took place at the English Centre at the University of Hong Kong during the 1992-93 year, and relate these back to an earlier survey of teacher attitudes from the previous year. The Survey of Teacher Attitudes to Self-Access Learning is appended. (JL)

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ED 365 126 FL 021 702

Gardner, David
Copyright, Publishers, and Self-Access Centres in Hong Kong.
PUB DATE- Sep 93
NOTE- 7p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Copyrights; Foreign Countries; Higher Education; *Independent Study; *Instructional Materials; *Media Adaptation; *Publishing Industry
IDENTIFIERS- *Hong Kong

This paper discusses copyright laws in Hong Kong, and how they are an impediment to self-access learning centers. Most of the published materials needed for use in self-access centers are not suitable without some adaptation. Such adaptations often involve photocopying parts of a book or the whole thing. In addition, it is often felt that it is unsafe to put original audio and video tapes in the hands of users, so, consequently, safety copies (or backups) are commonly used. Copyright law in Hong Kong does not offer any privileges to educational establishments. As far as self-access centers are involved, copyright law does not appear to permit photocopying at all, nor allow copying of audio or video cassettes. There is discussion about an agreement between publishers and materials developers on how to deal with this problem. Such an agreement would allow easier development and adaptation of published material for genuine self access. The draft of a copyright agreement proposal is appended. (JL)

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ED 365 127 FL 021 703

Benson, Philip
Hong Kong Texts on Hong Kong: Developing Computer Text Corpora at Hong Kong University.
PUB DATE- Sep 93
NOTE- 7p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English

ED 364 659 CE 065 079

PSI Model Curriculum for Office Careers.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accounting; *Articulation (Education); Business Administration; Business Communication; Business English; *Competency Based Education; Cooperative Education; *Course Descriptions; *Course Objectives; Curriculum Guides; Desktop Publishing; Individual Development; Keyboarding (Data Entry); Models; *Office Automation; *Office Occupations Education; Postsecondary Education; Professional Development; Secondary Education; Technology Education; Telecommunications; Word Processing
IDENTIFIERS- *Professional Secretaries International

The PSI Professional Secretaries International Model Curriculum for Office Careers provides a framework for the curriculum revision process, making it easier for schools to update, change, expand, or revise their office programs. Through a series of suggested courses, this curriculum develops the knowledge, skills, and attitudes office professionals need to secure good jobs and to succeed in the "new" re-engineered office of the 1990s. This guide is designed to walk educators through the curriculum, providing information and answering questions. An introduction contains an overview of the curriculum, explains how teachers and students benefit from using the curriculum, and provides a brief summary of the research base for the curriculum. A discussion of how to get started and questions frequently asked about the curriculum are designed to help educators consider how to adapt the curriculum to meet their needs. The course descriptions section contains an introduction to the 25 courses and an explanation of how the PSI Model Curriculum works in a tech-prep environment, a nonarticulated secondary environment, and a nonarticulated postsecondary environment. Individual course descriptions with objectives, competencies, and recommended learning materials follow. Course topics are as follows: accounting; administrative procedures and technologies; advanced word processing; applied computer technologies; business communication technologies; business English; business internship/cooperative education; business math; database; desktop publishing; introduction to telecommunications and networking; keyboarding; keyboarding, skill building, and document formatting; office resources management; operating systems; personal and professional development; records management and imaging technologies; spreadsheets; and word processing. Appendixes include information on Professional Secretaries International and a users' questionnaire. (YLB)

ED 364 660 CE 065 080

Fretz, Barbara
Delivering Small Group Literacy: A Model.
PUB DATE- Nov 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

learning environments, link work experience to academic learning, give youth dual roles workers and learners, and foster close relationships between youths and adult mentors. Contains 291 endnotes. (MN)

ED 364 679 CE 065 160

Journal of Consumer Education, 1983-1992.
PUB DATE- 92
NOTE- 331p.; Volumes 1-2 are titled "Illinois Journal of Consumer Education."
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Book Reviews; Careers; Consumer Economics; *Consumer Education; *Consumer Protection; Decision Making; Economic Change; Educational Research; Experiential Learning; Furniture; *Home Management; Housing; *Money Management; Retirement; Secondary Education

This document consists of all 10 issues of this annual journal issued during the 10 year period 1983-1992. Major articles include the following: "What Should We Teach about Shopping by Mail?" (Cude, Walker); "Family Adaptation to Economic Change" (Krein et al.); "Differences in Teenage Consumer Actions Related to Employment, Sex, and Consumer Courses" (Pershing); "Perspective on the Teaching of Consumer Education (CE)" (Lee); "Teaching about Small Claims Court" (Cude, Walker); "What We Are Teaching about Disability Income Protection" (Lown); "Determinants of Financial Management Behaviors among College Students" (Heck); "Consumer Socialization in the Family" (Rettig); "Perfect Information Frontier" (Cude); "Purchasing a Home Computer" (Sweedler, Iams); "Retirement Planning Education" (Hogarth); "Housing" (Iams); "Grocery Shopping Strategies" (Cude); "MITE--Make Interest Teaching Easy with Cents-ible Interest" (Morse); "Consumer Complaint Letters" (Kinney, Pritchard); "Utilities, Politics, and Consumer Well-Being" (Sander); "Examining Attitudes toward Consumer Issues" (Lown); "Knotty Problems in CE" (Bhasin et al.); "Short Test of Consumer Decision-Making Styles" (Sproles, Kendall); "Allowance of Eighth Grade Students and Consumer Actions Survey" (LaCoste, Pershing); "Print Media Sources and Topics for Use by CE Teachers" (Graf); "Consumer Credit Counseling" (Bailey, et al.); "1987 Illinois CE Association Conference Keynote Address" (Knauer); "Increasing Family Financial Satisfaction" (Lawrence et al.); "Messages to Consumers Conveyed by Women's Magazines" (Steggell); "Nutrition Profile of College Students" (Palmer); "Increasing Student Involvement through Experiential Learning" (Junk); "Children as Consumers" (Bailey, Rudge); "Financial Management Education for Remarried Couples" (Lown); "Role of CE in the Social Studies Learning Assessment Plan" (Pictor); "Elderly Consumers' Knowledge of HMOs Health Maintenance Organizations " (Stum); "Rent-to-Own (RTO)" (Lawrence et al.); "The 90s" (Lee); "Consumer Product Warranties" (Ackerman); "Consumer Saving" (Davis); "CE and Public Policy Education" (Stevens); "Credit Use and Financial Satisfaction" (Ju, Lown); "Strategy for Teaching Consumer Decision-Making" (Prawitz et al.); "Personal Finance Education in Relation to Financial Satisfaction, Confidence, and Practices" (Morris, Lown); "Identifying and Evaluating Resources in CE" (Zelenak): "900 Numbers" (Galvez); "Financial Instability among Young Adults 1981-1986" (Davis); "Low-Income Consumers' Decisions Regarding RTO" (Cantrell); "Seeking Solutions to Solid Waste Management" (Stum); "Financial Management Practices among Households with Differing Resource Constraints" (Davis); "Review of

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; Employer Employee Relationship; Employment Interviews; *Employment Potential; Employment Practices; Employment Qualifications; *Job Applicants; Job Application; *Job Skills; *Personnel Evaluation; Personnel Management; Personnel Policy; *Personnel Selection; *Unskilled Workers; Work Attitudes

A survey of 40 senior personnel directors of medium-sized and large employers in the Washington, D.C., metropolitan area identified characteristics of unskilled applicants most highly valued by employers. These personnel directors estimated the probability that 16 hypothetical unskilled individuals would be hired at their firm. Each hypothetical individual was described by seven characteristics: high school completion, job-specific training, work experience, motivation, reliability, appearance, and speech. The primary finding was that the motivation, reliability, and attitude of entry-level job applicants were more important than completing high school or a training program. In fact, personnel officers reported that completing high school or a training program did not significantly improve the likelihood of being hired for an entry-level position. The hiring decision for entry-level positions was, unlike the case for many higher paying jobs, not a single discrete event. It consisted of several stages, often continuing over a period of several months. Each stage typically required applicants to demonstrate their motivation, attitude, and reliability to a different representative of the firm. Personnel officers felt training programs serving persons with limited employment qualifications should devote themselves to improving their participants' motivation and reliability. (Appendixes include information on conjoint analysis, the survey instrument, and a 21-item bibliography.) (YLB)

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ED 364 699 CE 065 189

Linking Learning with Earning: A Report of the Commission on Vocational Education and Career Opportunities.
PUB DATE- 1 Apr 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Career Guidance; Career Planning; Change Strategies; Dropout Prevention; *Educational Change; Educational Improvement; Educational Needs; *Education Work Relationship; Elementary Secondary Education; Integrated Curriculum; *Job Training; Postsecondary Education; Program Effectiveness; *Program Improvement; School Effectiveness; Skill Development; *Vocational Education
IDENTIFIERS- *District of Columbia Public Schools

The Commission on Vocational Education and Career Opportunities in the District of Columbia Public Schools (DCPS) studied vocational education and career preparation activities in the DCPS and explored strategies for improving them. The study established that DCPS is failing to fulfill its career preparation mission. The problems of too many dropouts, inadequate skill development, and unsystematic career planning were deemed particularly unacceptable. Problems plaguing the DCPS career preparation program were identified at all levels from elementary through postsecondary. The following 15 recommendations for reforming the DCPS career preparation program by integrating academic and vocational education were

NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Ancillary School Services; Apprenticeships; Articulation (Education); Economic Development; *Educational Change; *Educational Cooperation; Educational Development; Educational Needs; Education Work Relationship; Futures (of Society); *High Risk Students; *Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Program Development; *School Role; Secondary Education; Underemployment; Unemployment; Vocational Education; Work Experience Programs; Youth; Youth Programs
IDENTIFIERS- *New Jersey

The At-Risk Youth Task Force of the State Employment and Training Commission concluded that a generation of young people faced underemployment or unemployment as a result of the increased skill demands required by the global economy. Two interrelated phenomena adversely affected the ability of a majority of young people to succeed in the labor market. First, families and communities provided less nurturing and support and fewer role models; youth found the support they needed by relying on their own emotional resources and those of their peer group. Second, most entrants into the labor market required a higher educational level. To enhance prospects of youth for obtaining the level of employment-related skills required for success in the modern labor market, schools were to be made more responsive to the employment needs of student, with their orientation and curriculum more closely correlated to labor market demands. The task force developed a definition of at-risk youth that acknowledged the pervasiveness of the problem. The task force made the following recommendations: develop a comprehensive, employment-oriented program; create youth apprenticeship opportunities; develop joint strategies to link cooperative education programs between secondary and postsecondary institutions; expand summer work experiences; establish closer collaboration between higher education and public schools; expand the School-Based Youth Services Program; and expand the New Jersey Youth Corps Program. (YLB)

ED 364 720 CE 065 251

New Jersey State Employment and Training Commission Annual Report 1992.
PUB DATE- 15 Apr 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Apprenticeships; Articulation (Education); Cooperative Programs; Coordination; Decision Making; Disabilities; Educational Planning; Federal Legislation; High Risk Students; Human Resources; *Job Training; *Labor Force Development; Labor Needs; Lifelong Learning; *Staff Development; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *New Jersey

The State Employment and Training Commission (SETC) was charged with the responsibility of designing and helping to implement a unified work force readiness system for New Jersey. In 1991, the Unified State Plan for New Jersey's Workforce Readiness System addressed three key areas: lifelong learning, employers' human resource needs, and efficient information sharing. Some relationships with school performance: total enrollment, main branch or campus, dual accreditation, separate facilities, percentage of enrollment receiving financial aid, average program length in weeks, faculty turnover, and percentage of students classified as Ability to Benefit students. (Technical notes regarding study definitions and formulas are included.) (MN)

ED 364 737 CE 065 298

Vocational Education. Status in 2-Year Colleges in 1990-91 and Early Signs of Change. Report to Congressional Requesters.
PUB DATE- Aug 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Legislation; *Educational Quality; *Educational Trends; Enrollment; Federal Aid; Federal Legislation; National Surveys; Program Evaluation; *Program Improvement; *Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

A random nationally generalizable sample of 563 public and private nonprofit institutions offering up to 2 years of postsecondary education (response rate, 85%) was studied to determine the status of vocational program quality before and after passage of the 1990 Perkins amendments. Data on vocational program enrollments, initial changes to programs and supportive services between 1990-91 and 1991-92, Perkins funding, and ways colleges assess program effectiveness were also analyzed. The study established that although postsecondary vocational programs at two-year colleges still need substantial improvement, progress has already begun. In 1991-92 (the year the Perkins amendments took effect), the availability of programs was up to 36% (versus 21% in 1990-91), colleges were making greater use of recommended approaches such as competency-based programs and business linkages, and greater efforts were being made to enroll and serve targeted groups. (Four-fifths of this report is devoted to appendixes detailing the study's scope and methodology, status of vocational education at two-year colleges in 1990-91 and 1991-92, aggregated responses to the survey, enrollment data, comments from the U.S. Department of Education, and major contributors to the report. Twelve figures/tables are included.) (MN)

ED 364 738 CE 065 299

Tomaskovic-Devey, Donald
Gender & Racial Inequality at Work: The Sources & Consequences of Job Segregation. Cornell Studies in Industrial and Labor Relations Number 27.
PUB DATE- 93
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Blacks; Comparable Worth; *Educational Status Comparison; Employment Level; Employment Practices; *Equal Opportunities (Jobs); *Females; Males; Minority Groups; Personnel Integration; Personnel Policy; *Racial Discrimination; Salary Wage Differentials; *Sex Discrimination; Social Status; Tokenism; Whites

This book proposes that job-level segregation by sex and race is

NLS Young Women. Each section provides information on the samples, the interviews, and the major data elements available within each data set. Section 5 presents a bibliographic listing of recent research that used data from the NLSY, the NLSY Children, and the four Original Cohorts. Sections 6 and 7 describe the NLS CD-ROMs, magnetic tapes, and documentation items available to the public. Section 8 directs the reader to other publications, technical manuals, and reports providing more information on the NLS. (YLB)

ED 364 757 CE 065 329

NLS Annotated Bibliography. 1990-1993 Supplement. The National Longitudinal Surveys of Labor Market Experience.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 93
NOTE- 222p.; Supplements ED 321 109. For related documents, see CE 065 328-330.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Career Planning; *Databases; Data Collection; Educational Experience; *Employment Level; Equal Opportunities (Jobs); Geographic Regions; Goal Orientation; *Information Utilization; Labor Market; Occupational Information; Older Adults; Parent Influence; Place of Residence; *Research; Work Attitudes; *Work Experience; Young Adults
IDENTIFIERS- *National Longitudinal Surveys

This annotated bibliography is designed as a companion to the comprehensive NLS (National Longitudinal Surveys) Annotated Bibliography 1968-1989. It contains two sets of entries: approximately 250 entries of newly found NLS-based journal articles, working papers, and dissertations as well as updated titles, citations, and abstracts for entries found in the 1990, 1991, and 1992 supplements. The main body of this publication contains NLS research arranged alphabetically by primary author's last name. Entries are complete with citation, abstract, specification of the NLS cohort or cohorts used in the research, and an identification number for easy referencing. Due to time constraints, approximately 30 entries appear without abstracts. Four indices provided at the back of the volume allow the reader to search NLS research by descriptor or keyword, by title, by NLS cohort, and by primary or secondary authors. (YLB)

ED 364 758 CE 065 330

NLS Users' Guide 1993. The National Longitudinal Surveys of Labor Market Experience.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Jun 93
NOTE- 1,013p.; For related documents, see CE 065 328-329.
LANGUAGE- English
EDRS Price- MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Planning; *Databases; Data Collection; Data Interpretation; Educational Experience; *Employment Level; Equal Opportunities (Jobs); Geographic Regions; Goal Orientation; *Information Retrieval; *Information Utilization; Labor Market; Occupational Information; Older

Schools; Job Skills; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; Student Evaluation; Teaching Methods; Typewriting; Units of Study; *Word Processing
IDENTIFIERS- Manitoba

This curriculum guide was developed for a one-credit course for students in high schools in Manitoba. The course is designed to provide students with mastery-level keyboarding skills, to develop a wide range of word processing techniques and to combine their skills and knowledge in producing mailable documents. The focus of the course is on developing marketable keyboarding and word processing skills. The course is the final half-credit course in the keyboarding and word processing series. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) four units of study. The units cover these topics: review of word processing, keyboarding skills development, special features, and mailable production. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 7 texts, 12 guides to WordPerfect, 7 guides to Microsoft Word, and a list of 9 resources and sources for materials completes the guide. (KC)

ED 364 776 CE 065 426

Accounting Principles 30G. Interim Guide.
PUB DATE- 93
NOTE- 83p.; For a related guide, see CE 065 427.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Bookkeeping; *Business Education; Classroom Techniques; Course Content; Educational Resources; Employment Potential; Foreign Countries; High Schools; Job Skills; Learning Activities; Lesson Plans; Student Evaluation; Teaching Methods; Units of Study
IDENTIFIERS- Manitoba

This curriculum guide was developed for a senior-level introductory accounting course for students in high schools in Manitoba. The course introduces Canadian accounting principles and practices; it applies Generally Accepted Accounting Principles (GAAP) to introductory financial accounting. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) five units of study. The units cover these topics: basic concepts, the cycle, controlling cash, merchandise accounting, and payroll. Units consist of a goal, objectives, and teaching methods keyed to the objectives. Two appendixes list Generally Accepted Accounting Principles and explain the Goods and Services Tax. A bibliography listing 18 texts and a source for materials completes the guide. (KC)

ED 364 777 CE 065 427

Accounting Systems 40S. Interim Guide.
PUB DATE- 93
NOTE- 75p.; For a related guide, see CE 065 426.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Transitioning from Single-Sex to Coeducational High School: A Study Exploring the Effects on Self-Concept Using the Self Description Questionnaire II.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coeducation; High Schools; High School Students; Parochial Schools; Private Schools; *Self Concept; *Sex Differences; *Single Sex Schools; *Student Attitudes

This study explored how transitioning from a single-sex to a coeducational high school affected the self-concept of students in a private, Catholic high school. The initial data gathered were from a single-sex, all female population. Thereafter, data reflect an influx of males as the school transitioned from a single-sex to a coeducational high school. Subjects were volunteer students in grades 9 through 12 who completed the Self Description Questionnaire each year from 1989 through 1992. The results indicated that males maintained significantly higher total self-concepts than did females while no significant differences were noted in total self-concept as students moved from a single-sex to a coeducational school. In terms of general self-concept, males again demonstrated significantly higher self-concepts than did females, while general self-concept improved significantly as all students progressed from freshmen to seniors. Positive self-concept in the mathematics area was significantly in favor of males in comparison to females, while underclass students demonstrated significantly higher mathematics self-concepts than did their senior counterparts. Males also scored significantly higher than females in self-concept of physical abilities. (NB)

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ED 364 796 CG 025 116

Ballard, Mary E.; Lamkin, Jamie A.
Stereotypes about AIDS as a Function of Political Ideology.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Students; Conservatism; Higher Education; *Ideology; Liberalism; *Political Attitudes; *Stereotypes; *Student Attitudes

College students' (N=40) stereotypes about Acquired Immune Deficiency Syndrome (AIDS) were examined in light of their political ideology. Students were administered the Stereotypes About AIDS Scale and the AIDS Anxiety Scale (AAS). Students were also asked to label themselves as politically liberal or conservative. The hypothesis that politically conservative students would have more stereotyped attitudes about AIDS was supported. Conservative students displayed less accurate knowledge about the transmission of AIDS, had more homophobic stereotypes about AIDS, were more likely to demonstrate a "just world" attitude about AIDS, and were less likely to support public dissemination of information about AIDS. These results suggest that AIDS is a political issue and that politically-related attitudes about AIDS might affect public policy decisions regarding AIDS research, treatment, and education.

the pain notes physical, behavioral, emotional, cognitive, and spiritual responses to grief, and discusses anger, guilt, and loneliness. The next sections focus on adjusting to the changes that accompany loss and the reinvestment of emotional energy. A section on influences that affect the impact of loss discusses the significance of the loss to the person and considers characteristics of the loss. The section also considers a person's ability to cope and the role of social support. The next section explains how to help someone who is grieving. A sidebar offers simple guidelines for writing a condolence note. A brief summary is followed by a list of publications for further readings on the topics of loss and grief. (NB)

ED 364 819 CG 025 142

Schmall, Vicki L.; And Others
Depression in Later Life: Recognition and Treatment.
PUB DATE- Sep 93
NOTE- 35p.; A publication of Pacific Northwest Extension.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Clinical Diagnosis; *Counseling Techniques; *Depression (Psychology); *Identification; *Older Adults; *Outcomes of Treatment; Suicide

This guide is designed to help readers understand depression and factors related to its onset in later life; recognize signs of depression and potential suicide; and know actions they can take if they suspect an older family member or friend may be depressed or contemplating suicide. Following a brief introduction, a chapter on depression discusses the severity of depression, explains how depression differs from grief, and examines types of depressive disorders. The next section examines what triggers depression. It considers a variety of factors, including heredity, biochemical changes, drugs, illness, personality, sensory loss, stress, and seasonal changes. A section on recognizing the signs of depression discusses age-related changes, denial, atypical signs, and physical illness. The next section offers advice to readers who want to help the depressed older person. A section on treatments for depression discusses medication therapy, psychotherapy, and electroconvulsive therapy. A section on handling special problems describes what to do if the person denies being depressed, explains how a person can help from a distance, and instructs readers in how to identify and respond to a suicidal person. The document concludes with a section on myths and facts about depression and suicide, a final note on depression, and a list of publications for further reading on the subject of depression. (NB)

ED 364 820 CG 025 147

Shere, Carla
A Participant Observation Case Study Using Van Gennep's Rites of Passage Theory at a "Summer Transitional Program."
PUB DATE- Oct 93
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (49th, Pittsburgh, PA, October 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Secondary School Teachers; *Teacher Attitudes; *Writing Strategies
IDENTIFIERS- *Content Area Teaching; Teacher Researcher Relationship

An ethnographic study examined the personal and professional life experiences that contributed to a science teacher's beliefs about science and science teaching, and how these experiences interacted to affect the teacher's decisions about content literacy strategies. The teacher in question was a veteran of 16 years of teaching chemistry and mathematics at Taft High School, located in a mid-size midwestern town. Data were collected over an 18-month period. Primary data sources were seven formal, semi-structured interviews and daily informal teacher interviews. Results indicated that the personal and professional experiences and values that shaped the teacher's beliefs about science, science teaching, and using literacy activities can be described by the theme "doing what's right." As the teacher recounted her experiences, she talked of caring, respect, guidelines, and organization. She chose teaching and learning strategies because she believed that by helping students learn how to learn, she was "doing what was right" for her students. She chose literacy strategies that fostered organization in science thinking and learning. Findings suggest that pre-service and inservice teacher education programs should ask teachers to construct "autobiographical selves" to perceive and evaluate the complex factors that may influence their classroom decisions, and that educators need to closely examine the context of teachers' (and students') lives to make changes in education. (Contains 33 references.) (RS)

ED 364 839 CS 011 480

Hart-Walls, Cathy
Project R.E.A.P. (Reading, Enjoying, And Presenting).
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the National Middle School Association's Annual Conference: "New Horizons" (20th, Portland, OR, November 4-7, 1993). Photographs may copy poorly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 7; Junior High Schools; Junior High School Students; Program Descriptions; *Reading Aloud to Others; *Reading Improvement; School Community Relationship; Self Concept
IDENTIFIERS- Indiana; *Project REAP IN

This paper describes the REAP (Reading, Enjoying, And Presenting) project, in which seventh-grade students enhance their reading ability and self-concept by preparing and presenting a reading performance at various child care and adult care facilities. The paper presents an illustration of what the research says about reading aloud; the completed application form for the Lilly Endowment Teacher Creativity Fellowship program; an additional description of the purpose, activities, and schedule of the project; the parental permission form; sample discussion questions; a booklist; and a newspaper article about the project. (RS)

ED 364 840 CS 011 481

McLain, K. Victoria Mayer
Effects of Two Comprehension Monitoring Strategies on the Metacognitive Awareness and Reading Achievement of Third and

teaching strategies. Recommendations suggest that: educators have access to and make regular use of curriculum documents; students be given access to a wide variety of appropriate reading materials; and educators be informed and brought up to date on current research. (One hundred tables of data are included; four appendixes of data, scoring procedures, committee members, and a 34-item bibliography are attached.) (RS)

ED 364 858 CS 011 499

Manitoba Reading Assessment 1992. English Language Schools: Grades 4, 8, 11. Final Report.
PUB DATE- Sep 93
NOTE- 242p.; For a similar study on Franco-Manitoban Schools, see CS 011 497; for a study on the French Immersion Program, see CS 011 498.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Evaluation; Elementary School Students; Foreign Countries; Intermediate Grades; *Language Arts; *Reading Achievement; *Reading Attitudes; Reading Research; Secondary Education; Secondary School Students; Student Attitudes; *Student Evaluation; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Manitoba

A study assessed the strengths, weaknesses, and degree of implementation of the reading dimension in the English Language Arts curriculum in grades 4, 8, and 11 of English language schools in Manitoba, Canada. At each grade, the student test assessed five major areas of reading performance. Assessment materials consisted of a student test, a student reading survey, and a teacher survey. Results for English language schools indicated that: (1) students at all grades demonstrated a high rate of response on the five subtests; (2) curriculum objectives related to literal comprehension in reading were satisfactorily achieved across all three grades; (3) many grade 8 and 11 students demonstrated difficulty in performing specific kinds of inferential reading tasks; (4) students had insufficient awareness of the variety of strategies available in constructing meaning from text; (5) students rated their reading abilities positively; (6) over nine-tenths of the teachers rated themselves as qualified or very qualified; (7) teachers felt in greater need of professional development in practical application areas than in theory-related areas; (8) teachers reported using a variety of different materials, although materials appeared to be insufficiently balanced; and (9) teachers at each grade level reported using a variety of teaching strategies. The report suggests that: educators have access to and make regular use of curriculum documents; students be given access to a wide variety of appropriate reading materials; and educators be informed and brought up to date on current research. (One hundred tables of data are included; four appendixes of data, scoring procedures, committee members, and a 34-item bibliography are attached.) (RS)

ED 364 859 CS 011 500

Sparks, Elizabeth E.
A Paradigm Shift to Reading around the Hermeneutic Circle.
PUB DATE- Dec 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Decision Making; Elementary Education; Foreign Countries; Reading Instruction; Reading Research; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; Whole Language Approach
IDENTIFIERS- Caribbean Islands; Teaching Research

A case study examined the decision-making process that impelled a teacher to change her literacy instructional practices and the change process she went through when adopting new practices. The teacher (who has taught first grade for 5 years at an elementary school in a large Caribbean island school district) volunteered to try whole language approaches. Data included field notes of classroom observations, lesson plans and students' work for the last 2 years, and interviews with teachers and administrators. Data were analyzed within the hermeneutic phenomenological framework. Preliminary results indicated that: (1) the teacher began teaching using the principles learned in her college courses, including ability grouping and basal reading; (2) after teaching 3 years, she volunteered to try to teach using whole language methods because she was uncomfortable with her teaching; (3) the teacher's uncertainty about her change process arose from the frustrations encountered while making change and from the mixed messages she received from administrators; (4) during the second year of change, the teacher's confidence increased as she decided to let students be more responsible, attempted to get parents more involved, and became more involved in meeting with other faculty members; and (5) the teacher's beliefs are ahead of her classroom practices--little observational evidence exists to show that she is becoming more of a facilitator in the classroom. Further interviews and data analysis may shed light on the areas where practice has not followed stated beliefs. (Contains 14 references.) (RS)

ED 364 879 CS 011 523

Rogers, Sue F.; Tucker, Bethanie H.
Video Portfolios: Collaborations in Literacy Teaching Assessment.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (Richmond, VA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; Media Adaptation; Microteaching; *Portfolios (Background Materials); *Self Evaluation (Individuals); *Teacher Evaluation; *Videotape Recordings
IDENTIFIERS- Preservice Teachers; Teaching Research

A study determined whether videotaping preservice teachers' instruction lessons in early literacy methods courses was valuable to them in assessing their teaching and how best to develop a video portfolio for assessment purposes. Subjects, 10 kindergarten through fourth grade preservice teachers enrolled in three consecutive methods courses, completed survey instruments, were videotaped as they conducted lessons, and critiqued their videotaped teaching. Results indicated that the preservice teachers gleaned teaching knowledge, self-confidence, and professionalism from their video portfolio experiences in collaboration with instructors. Results also

Laughlin, Mildred Knight; Watt, Letty S.
Developing Learning Skills through Children's Literature: An Idea Book for K-5 Classrooms and Libraries.
PUB DATE- 86
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Authors; *Childrens Literature; Class Activities; Elementary Education; *Learning Strategies; Literature Appreciation; Teaching Methods; Units of Study
IDENTIFIERS- Trade Books

Designed to be planned jointly by teachers and school library media specialists, the 60 units of study described in this book suggest ideas for sharing literature that may be used in developing a scope and sequence of literature experiences for children in grades K-5. For primary grades K-2, the activities are primarily arranged through sharing the works of a particular author or illustrator. The activities for each grade level are organized in a similar pattern. Each individual unit in the book identifies behavioral objectives to be accomplished by using increasing difficult materials, suggests books to use with the unit, provides an introductory activity, and shares follow-up ideas. The units suggested in the book for third to fifth graders are developed around authors and illustrators, genres of literature, themes, and types of books found in the Dewey Decimal arrangement of the school media center. The suggested follow-up activities in the book do not exhaust the potential, but should inspire the addition of other ideas, so that all students can participate in an enjoyable experience relating to the concept introduced by the school library media specialists or teacher. The units in the book have been given appropriate specific grade designations for organizational purposes. Biographical sources for authors and illustrators, sources for book introduction techniques, and a directory of publishers and producers are attached. (RS)

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ED 364 899          CS 214 137

Carter, Betty; Abrahamson, Richard F.
Nonfiction for Young Adults: From Delight to Wisdom.
PUB DATE- 90
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adolescent Literature; *Authors; Interviews; Library Role; *Nonfiction; Reading Interests; *Reading Material Selection; Recreational Reading; Secondary Education; Teacher Role
IDENTIFIERS- Trade Books

Suggesting that the vital element nonfiction lacks is professional attention, this book shows the literary qualities of nonfiction as well as defining its importance for young adults. The book discusses seven issues related to information books, each issue making up a single chapter. The first chapter addresses the reading interests of teenagers, emphasizing the role of nonfiction in young adult book selection. The next five chapters concern criteria for evaluation: accuracy, content, style, organization, and format. The final chapter addresses

PUB DATE- Nov 92
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Literature Reviews; Mass Media Effects; Meta Analysis; *Pornography; *Rape; Research Methodology; Sexuality; Violence
IDENTIFIERS- Media Exposure; *Rape Myths

A study quantitatively summarized the literature examining the association between acceptance of rape myths and exposure to pornography to address disputes in the academic community regarding the consistency of such research. The entire collection of "Psychological Abstracts" and "Sociological Abstracts" was manually searched for articles relevant to pornography. A total of 22 studies (with 3,434 subjects): (1) used a stimulus that met the definition of pornography; (2) involved the use of some type of rape myth acceptance; and (3) reported sufficient statistical information to permit an estimate of the association between exposure to pornography and acceptance of the rape myth. Results indicated that survey methodology shows almost no effect (exposure to pornography does not increase rape myth acceptance), while experimental studies show positive effect (exposure to pornography does increase rape myth acceptance). While the experimental studies demonstrate that violent pornography has more effect than nonviolent pornography, nonviolent pornography still generates a positive effect. Overall, while the results are mixed, there exists an association, for those studies using an experimental methodology, between exposure to sexually arousing material and acceptance of the rape myth. (Two tables of data are included. Contains 90 references.) (RS)

ED 364 920 CS 508 398

Kim, Joohoan
From Commodity Production to Sign Production: A Triple Triangle Model for Marx's Semiotics and Peirce's Economics.
PUB DATE- Nov 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); Marxian Analysis; Models; *Research Methodology; *Semiotics
IDENTIFIERS- Marx (Karl); Peirce (Charles S)

Using the viewpoint of semiotics, this paper "re-reads" Karl Marx's labor theory of value and suggests a "triple triangle" model for commodity production and shows how this model could be a model for semiosis in general. The paper argues that there are three advantages to considering homogeneity of the sign production and the commodity production: two seemingly different phenomena--culture and economics--could be included in the same general theoretical framework; human communication could be understood as a necessary condition for the commodity production; and the hypothesis that communication action could

Quality; Elementary Secondary Education; Organizational Communication; Parent Participation; Personnel Policy; *Public Schools; Research and Development; School Business Relationship; School Community Relationship; School Organization; *State Action; State Aid; *Strategic Planning
IDENTIFIERS- *Texas

This document details state-level actions taken in Texas during 1990-92 as part of the state's continuing education-reform efforts. Following the state's educational mission statement and long-range plan for public education (1991-1995), nine sections detail the state's educational goals and objectives, which include: (1) all students will achieve their full educational potential; (2) a well-balanced and appropriate curriculum will be provided to all students; (3) qualified and effective personnel will be attracted and retained; (4) the organization and management of all levels of the educational system will be productive, efficient, and accountable; (5) the financing of public education will be adequate, equitable, and efficient; (6) parents will be full partners in the education of their children; (7) businesses and other members of the community will be partners in the improvement of schools; (8) instruction and administration will be improved through research that identifies creative and effective methods; and (9) communications among all public education interests will be consistent, timely, and effective. Appendices contain the public education program budget and the agency operating budget for 1991-93. (LMI)

ED 364 940 EA 025 466

Brewer, Ernest W.; And Others
Finding Funding: Grantwriting for the Financially Challenged Educator.
PUB DATE- 93
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Federal Aid; *Financial Support; Fund Raising; *Grants; *Grantsmanship; Higher Education; *Program Proposals; *Proposal Writing

This book provides educational administrators with guidelines for exploring grants, writing successful grants, and implementing and terminating funded projects. Following an introduction that describes the pros and cons of seeking federal support, Part 1 provides general information about grants and the funding game and a review of tools to help the grant seeker and proposal writer. Part 2 addresses the specifics of writing successful grant proposals. It provides information on the basic components of a standard proposal, tips on reviewing and responding to a request for proposal (RFP), and a sample funded proposal. Steps that an application goes through are described, and key players in the grant-making process are identified. The third part examines the implementation, operation, and termination of a funded project; and describes Education Department General Administrative Regulations (EDGAR) and the nature of site visits and audits. Appendices contain a list of abbreviations and state points of contact. Fifty-four figures are included. (LMI) tracked the representation of women and racial minorities in school administration. Data were derived from a survey mailed to chief state school officers across the United States. Responses were received from 49 states and Washington, D.C. Findings indicate that women and racial minorities made slight gains in the superintendency since 1990. However, this increase was the least upward movement when compared with other administrative positions. Women and racial minorities also made modest gains in the assistant superintendency. The highest gains were made in the principalship. Overall, the increases in the representation of women were greater than the increases in the representation of racial minorities in school administration. Finally, representation of racial minorities was highest in those geographic regions where the racial groups are predominant in the population. Six charts, 10 tables, and a list of reporting states are included. (LMI)

ED 364 960 EA 025 493

Horrigan, William J.
What Happened to the Cash? Effective Cash Control.
PUB DATE- 1 Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of School Business Officials International (Boston, MA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Cost Effectiveness; *Educational Finance; Elementary Secondary Education; Fees; *Financial Audits; Income; *School Accounting; School Business Officials; Student Costs

This paper examines a variety of cash-generating school operations--student activity accounts, athletics, athletic user fees, other user fees, concessions, and cafeterias--and identifies areas where controls are needed. Specific techniques for ensuring effective cash controls are outlined. Internal-audit procedures are suggested that address the need for complete accountability for cash receipts. Finally, this paper focuses on problem prevention by having carefully developed, highly visible controls in place. It is recommended that the school business administrator establish the control structure, which should be comprised of simple and effective procedures. (LMI)

ED 364 961 EA 025 494

Wheeler, Patricia
Improving Classroom Observation Skills: Guidelines for Teacher Evaluation.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; Elementary School Teachers; Elementary Secondary Education; *Lesson Observation

from observation, faculty interviews, audiotaped conferences, reports of principal-staff meetings, focus-group interviews with students, and analysis of school documents. Findings are presented in terms of illustrative case studies and theme analysis. Schools that were most successful in creating empowered students demonstrated the following themes: an intense focus on students as a school value; action on that value by creating opportunities for student personal control, the development of self-efficacy, and performance competence; an early identification of a definition of student empowerment; flexibility and resourcefulness in meeting the needs and developing the skills of students; and the creation of a school environment supportive of risk taking and experimentation. It is recommended that schools striving to create an empowering school environment develop trust and facilitative leadership; create a culture supportive of experimentation; enhance student leadership with problem-solving skills; and select an outside facilitator. (LMI)

ED 364 981 EA 025 524

Benard, Bonnie
Turning the Corner: From Risk to Resiliency. A Compilation of Articles from the "Western Center News."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- *At Risk Persons; Educational Cooperation; Elementary Secondary Education; *High Risk Students; *Prevention; School Restructuring; *Self Actualization; Self Efficacy

This document features a collection of research bulletins on prevention of conditions that place students at risk. The theme is that the focus on at-risk kids should be shifted from prevention to a concentration on creating environments that nurture individual resiliency. Thirteen bulletins offer information on peer programs, collaboration as a catalyst for creative problem solving, the celebration of multiculturalism, protective factors in prevention, the role of school restructuring in prevention, how schools convey high expectations to their students, mentoring, collaboration to foster children's resiliency, research on resiliency, and the integration of resiliency into communities. (LMI)

ED 364 982 EA 025 525

Cuzzetto, Charles
Internal Auditing for School Districts.
PUB DATE- 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Audits (Verification); *Educational Finance; Elementary Secondary Education; Evaluation Methods; *Financial Audits; Inspection; *Program

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Admission (School); *Admission Criteria; Agency Cooperation; Compliance (Legal); Economically Disadvantaged; Educational Opportunities; Elementary School Students; Elementary Secondary Education; *Homeless People; Nondiscriminatory Education; *Residence Requirements; Secondary School Students; State Legislation; Statewide Planning
IDENTIFIERS- *California

This publication details components of California's statewide plan for educating homeless children and youth. Revisions of the original plan were based on data derived from statewide surveys of school districts and shelters conducted in 1988, 1989, and 1990. The 1990 amendments to the Stewart B. McKinney Homeless Assistance Act of 1987 focus more on what is happening or should be happening locally to ensure that homeless children are able to attend and remain in school. A particular concern is the lack of awareness that prevents homeless children from receiving the same educational opportunities as their peers. Following the preface, the introduction describes the basis and purpose of The State Plan for Educating Homeless Children and Youth. The next five sections present information and recommendations for state- and local-level responsibilities. Information is presented on developing and implementing the plan; resolving disputes about placement; eliminating barriers to educating homeless children and youth; providing equal access to educational programs and services; and promoting, implementing, and monitoring the plan. Appendices contain the Stewart B. McKinney Homeless Assistance Act, a legal advisory on applying residency requirements to homeless children, and lists of advisory committee members for 1988-89 and 1990-91. (LMI)

ED 365 002 EA 025 553

Science Facilities Design for California Public Schools.
PUB DATE- 93
NOTE- 74p.; Prepared by the Science and Environmental Education Unit
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Design; Building Plans; Classroom Design; Construction Costs; *Design Requirements; *Educational Facilities Planning; Elementary Secondary Education; Equipment Storage; *Facility Guidelines; Facility Planning; Public Schools; *Science Facilities; Specifications; *State Standards
IDENTIFIERS- *California

This publication was designed to provide assistance to California school personnel and architects in the design of new science facilities. Following the introduction, chapter 1 discusses the enhancement of science programs through architectural design. Chapter 2 describes architectural requirements and regulations for science-instruction facilities in California, and the third chapter outlines steps in the planning process. The next three chapters offer guidelines for elementary-, middle-, and high-

DESCRIPTORS- Annotated Bibliographies; *Autism; Child Abuse; *Communication Aids (for Disabled); *Communication Disorders; Intervention; Research Problems; *Severe Disabilities; Validity
IDENTIFIERS- *Facilitated Communication

This annotated bibliography on the use of facilitated communication with people unable to express themselves was developed as part of a statewide training and technical assistance project in Maine. The 75 citations are listed alphabetically by author and date from 1986 through 1993. The items listed report on the use of facilitated communication with people having autism, severe mental retardation, and other severe disabilities. The citations address the issues of validity, accusations of child abuse under facilitated communication, and research problems. (DB)

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ED 365 023 EC 302 648

McElroy, Meg; Gilmer, Debbie
Student Outcomes: An Annotated Bibliography. Creating Inclusive Communities: A Monograph Series, Number 2.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 34p.; For a related document, see ED 302 649.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Followup Studies; *Outcomes of Education; Program Effectiveness; *Transitional Programs
IDENTIFIERS- Maine

This annotated bibliography on student outcomes was developed as part of a Maine project studying the effectiveness of transition programs for students with disabilities. The 75 citations are listed alphabetically by author and date from 1985 through 1993. (DB)

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ED 365 024 EC 302 649

Gilmer, Debbie; McElroy, Meg
Student Outcomes: Studying the Effectiveness of Transition in Maine. Final Report.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 70p.; For a related document, see EC 302 648.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Database Management Systems; *Disabilities; Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; Program Effectiveness; Program Evaluation; Special Education; Surveys; *Transitional Programs
IDENTIFIERS- Maine

This final report describes major activities of a Maine project to develop a follow-up and follow-along survey instrument and data management system to allow local school districts to determine outcomes for graduates with disabilities and use this information in program review and modifications. The report explains the process used in the 1-year project and presents a implementing the model. A team was developed to establish schedules for in-class remediation, direct service, and consultation. In-class remediation progressed from teacher-directed activities, through SLD teacher-directed activities, to shared planning on unit presentations. Students within the targeted classroom showed improvements in academic achievement, but objectives identifying specific academic outcomes were not entirely satisfied. However, teacher evaluation forms indicated positive acceptance of the model and faculty voted to incorporate the model into the school's improvement plan for the coming year. Appendices include the program evaluation form, the resource/consultation log, and the student progress form. Tables provide details of the academic achievement and curriculum mastery test results. (Contains 65 references.) (Author/DB)

ED 365 045 EC 302 670

Corley, Gianetta; Pring, Linda
Partially Sighted Children: The Visual Processing of Words and Pictures.
PUB DATE- Sep 93
NOTE- 17p.; Paper presented at the British Educational Research Association Conference (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Cognitive Processes; Elementary Education; Elementary School Students; *Partial Vision; *Pictorial Stimuli; Reading Ability; *Reading Instruction; Sensory Integration; Time Factors (Learning); *Verbal Learning; *Visual Impairments; *Visual Perception; Word Recognition

The word and picture processing abilities of 11 children (ages 6-10) with partial vision were studied in a variety of ways over a period of 14 months. The studies found that in processing words partially sighted children, like fully sighted children, used both lexical and nonlexical processing, though perhaps in difference balance. Recognition and recall of pictures by the partially sighted children was as good as that of the fully sighted children. Fully sighted children performed better than partially sighted children when a preceding orienting question or a following elaborative sentence was provided. Results suggest that the partially sighted children had difficulty in integrating visual and verbal information which followed too closely. Results are discussed in the context of appropriate reading instruction for partially sighted children and the use they make of pictures. (Contains 21 references.) (Author/DB)

ED 365 046 EC 302 671

Kustaa, Friedrich Freddy
Special Education in Developing Countries: The Dilemma of Public Policy Making in the Context of Cultural Exchanges and Diffusion of Innovations.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Comparative Education; *Delivery Systems; *Developing Nations; *Disabilities; Educational Change; Elementary Secondary Education; Models;

IDENTIFIERS- *Theory of Mind

Autistic children are often said to lack a "theory of mind" (an implicit capacity which involves the person postulating the existence of mental states and then using these to explain and predict another person's behavior). Devoid of such a metarepresentational capacity, autistic individuals cannot symbolize the world around them and hence have impairments in pretend play, empathy, and social cognition. This Theory of Mind hypothesis implies that social deficits in autism are secondary in nature, i.e., resulting from other symptomatic features of the syndrome, and implies that some social behaviors may not be impaired in autism, specifically those social behaviors not demanding a metarepresentational capacity. Evidence is presented to indicate that, in contrast to predictions derived from the Theory of Mind hypothesis, social deficits in autism include very basic and early-emerging socially adaptive behaviors which are typically present in normally developing infants prior to the time at which even the most basic metarepresentational skills are thought to emerge. In addition, scores on the Socialization and Motor Skills domains of the Vineland Adaptive Behavior Scales (Revised) were lower for autistic children than for a nonautistic control group even when viewed relative to mental age. Thus, autistic social deficits are seen as being primary rather than secondary and pervasive or generalized rather than discrete. (Contains 25 references.) (JDD)

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ED 365 065 EC 302 690

Spicker, Howard H.; Poling, S. Nancy

Identifying Rural Disadvantaged Gifted Students. Project SPRING: Special Populations Resource Information Network for the Gifted.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 138p.; For related documents, see EC 302 691-692.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ability Identification; Cultural Background; *Economically Disadvantaged; Elementary Secondary Education; Evaluation Methods; *Gifted Disadvantaged; *Inservice Teacher Education; Postsecondary Education; *Rural Education; Student Characteristics; *Student Evaluation; Student Placement; Talent; Workshops

This manual was developed as part of a project to identify and serve the needs of gifted and talented economically disadvantaged elementary and secondary level populations. Section I presents a leader's manual for a workshop that discusses innovative procedures for identifying bright children in all cultures and populations. The workshop examines traditional identification procedures and characteristics of traditional gifted children, characteristics of students from rural and economically disadvantaged backgrounds, and the role of teachers in identifying these hidden gifted students through the use of innovative identification methods. Section II presents a workshop manual on preparing teachers to use new procedures and instruments in ability identification, including contests, writing samples, the Torrance Streamlined Test of Creative Thinking, parent information, community/adult information, and teacher recommendations. Section III shows participants how to put together a Profile Analysis using information and material collected on each student and how to determine the appropriateness of the student's placement.

The Secondary School Programs of Students with Disabilities. A Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Ancillary School Services; Courses; *Disabilities; *Educational Experience; *Educational Quality; Education Work Relationship; High Schools; High School Students; Longitudinal Studies; Low Income; *Pupil Personnel Services; Secondary Education; Secondary School Students; Student Experience; Student Participation; *Student Placement; Transitional Programs; *Vocational Education; Young Adults
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

Data from the National Longitudinal Transition Study of Special Education Students were used to examine five key aspects of secondary education: (1) the overall high school experience, (2) academic course-taking, (3) vocational preparation, (4) placement, and (5) support services for students. An executive summary reports major findings in these areas as well as information on grade-level variations in secondary school programs, differences in school programs for students in different disability categories, and differences in the educational programs of students with disabilities from families with poverty-level incomes and students from families with higher incomes. Almost 70 tables and over 30 figures present the findings of the report's seven chapters, which have the following titles and authors: "Secondary Schools: The Times They Are a Changin'" (Kathleen Hebbeler); "Measurement and Analysis Considerations" (Mary Wagner et al.); "Overview of the High School Experiences of Students with Disabilities" (Kathleen Hebbeler); "Academic Course-Taking" (Lynn Newman); "Participation in Vocational Education by Students with Disabilities" (Jose Blackorby); "Support Services Provided by Secondary Schools" (Renee Cameto); and "What Have We Learned about the Secondary School Programs of Students with Disabilities?" (Mary Wagner). (Individual papers include references.) (DB)

ED 365 085 EC 302 814

Wagner, Mary; And Others
What Makes a Difference? Influences on Postschool Outcomes of Youth with Disabilities. The Third Comprehensive Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 171p.; For the first and second comprehensive reports, see ED 341 228 and 356 603.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Disabilities; *Education Work Relationship; Family Characteristics; Family Influence; Graduate Surveys; High Schools; High School Students; Individual Differences; *Influences; Longitudinal Studies; Models; *Outcomes of Education; Postsecondary Education; Quality of Life; Secondary Education; Secondary School

Richardson, Ian M.
Visual Aspects of Second-Language Reading. Revised .
PUB DATE- Apr 93
NOTE- 16p.; Paper originally presented at a staff seminar of the Papua New Guinea University of Technology.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Grammar; Language Research; Linguistic Theory; *Logical Thinking; Models; *Reading Processes; *Second Languages; *Visual Discrimination; *Visual Perception
IDENTIFIERS- *Questions

A discussion of the visual aspect of second-language reading processes proposes a theoretical model of reading and reports on research into the kinds of questions second-language students ask in class. The model of reading outlined is based on the operations of the human eye. Just as the operations of the lens (focus) change the picture at the back of the eye, the focus of the "mental eye" comes from the scope of questions asked. These can be adjusted to either the level of the letter (reflected in questions asking for small pieces of information) or the meaning of the entire passage (reflected in extended-answer questions). A study analyzing the kinds of questions asked by students in four second-language classes in Saudi Arabia found that most asked about the structure and meaning of particular words, and that most were not grammatical in form. This points up a distinction between the grammatical role of questions and their logical role. It is proposed that due to the urgency of their need for information, students ask questions in their logical role, regardless of grammar. Results are seen to have implications for selection of reading passages used in instruction. (MSE)

ED 365 106 FL 021 625

Duran, Richard P.; Szymanski, Margaret H.
Construction of Learning and Interaction of Language Minority Children in Cooperative Learning. Report No. 45.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Classroom Environment; Classroom Techniques; *Cooperative Learning; Elementary School Students; *English (Second Language); Grade 3; *Interaction; Literacy; Primary Education; Skill Development; Spanish Speaking; Writing Instruction
IDENTIFIERS- *Language Minorities

This report analyzes the moment-by-moment construction of interaction by language minority children in a cooperative learning activity. The interaction occurred among students in a Spanish-English bilingual 3rd grade classroom as part of a cooperative learning curriculum known as Cooperative Integrated Reading and Composition (CIRC), which was especially adapted for use in bilingual classrooms by language minority students. The analysis of interaction reveals that under supportive social circumstances, children are very active in probing and questioning their own knowledge and they rely on their shared

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Computational Linguistics; Computer Assisted Instruction; *English (Second Language); Foreign Countries; Higher Education; Indexes; Language Research; *Language Usage; *Language Variation; Newspapers; Vocabulary
IDENTIFIERS- *University of Hong Kong

This paper reports on a paper to develop two computer text corpora, called Hong Kong Texts on Hong Kong," at the University of Hong Kong English Centre. These corpora are intended to serve as a resource for teachers and researchers who need information on English usage in published text in Hong Kong. The aim of the report is to disseminate information on the project, and to initiate discussion on how the corpora might be used and developed. The paper is in three sections. Section 1 gives some background information on corpus development and text analysis in language research. Section 2 introduces the two corpora under development in the English Centre. Section 3 raises some issues concerning the use of the corpora and their future development. (Author/JL)

ED 365 128 FL 021 707

Patterson, MaryEllen; And Others
Masks: Culture and Kids.
PUB DATE- Feb 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Bilingual Students; *Classroom Techniques; Cultural Awareness; Elementary Education; Elementary School Students; *English (Second Language); Learning Activities; Lesson Plans; Peer Teaching; Second Language Instruction
IDENTIFIERS- *Masks

This guide describes a 7-day lesson plan to be used with bilingual 3rd and 4th graders and 6th, 7th, and 8th graders in English-as-a-Second-Language (ESL) classes. The guide shows how mask making can be tied into each class, and then how to pull the classes together for the older students to become peer tutors to the younger ones in the mask-making activities. All activities are described in detail. Appended materials include dittos of written materials to be used in different exercises. (AB)

ED 365 129 FL 021 708

Yawkey, Thomas D.; And Others
PIAGET Classroom and Home Programs for Young Bilingual Children and Their Parents.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Atlanta, GA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Bilingual Education Programs;

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Literacy Education; Models; Peer Teaching; *Preservice Teacher Education; Remedial Instruction; *Small Group Instruction; *Teaching Methods; Tutorial Programs; *Tutoring; Tutors; Volunteers; Volunteer Training

This paper outlines a model for delivering small group literacy to adult learners. The model provides an implementation plan consisting of four steps: preparing for a group, getting started with a group, developing the group, and bringing the cycle to a close. Suggestions for implementation are provided for each of the four steps. Information covered includes the following: building tutor commitment, tutor orientation, learner orientation, group size, matching tutors and learners, bridging individual and group goals, apprenticeship training for tutors, tutor support, peer learning, and final evaluation. The term "group tutor" is used in place of group leader or instructor in order to broaden the spectrum to include volunteer tutors as well as other types of adult educators. The model was developed as part of a project to design a comprehensive training package for volunteer literacy tutors in Ontario. (Author/KC)

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ED 364 661 CE 065 086

Bryan, Valerie C.
Challenge of the Older Adult Learners: Facts and Tips for Educators.
PUB DATE- 93
NOTE- 56p.; A product of the Florida Adult and Community Education Network (ACENET) Clearinghouse.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Adult Learning; Adults; *Adult Students; Class Organization; *Classroom Design; Individual Characteristics; *Middle Aged Adults; Participation; Program Descriptions

This guide has been prepared as an aid to the trainer/facilitator of adult education. Section I addresses some of the more common myths concerning adult learners, particularly the 50-plus age group. Section II describes the "to-be" 50-64 age group population, based on literature searches. Section III identifies learners do or do not participate in adult education. Section IV suggests tips for the classroom regarding the adult learner. Section V suggests facility needs that may have an impact on this learner. Section VI relays some concerns regarding this population in the future. Section VII views some "best practices" of adult learning in action in Florida and beyond. In this section are descriptions of 6 educational programs in Florida and 34 abstracts and annotations that were identified in an ERIC microfiche search of current literature on older persons and adult education and related programs. Section VIII suggests 41 bibliographic references for the facilitator to consider and includes a directory of resources for older persons that lists 34 national organizations and 8 federal agencies. (YLB)

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ED 364 662 CE 065 097

Ulusavas, Mualla

Advertisements in Children's Magazines" (Heinzerling, Chandler); "Consumer Education" (Pritchard, Myers); and "Calculating Teens" (Goetting). (YLB)

ED 364 680 CE 065 164

Jennings, Edward T., Jr., Ed.; Zank, Neal S., Ed.
Welfare System Reform: Coordinating Federal, State, and Local Public Assistance Programs. Studies in Social Welfare Policies and Programs, Number 16.
PUB DATE- 93
NOTE- 249p.; Foreword by John A. Gartland.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; Employment Services; Federal Government; Federal Legislation; *Federal Programs; *Government Role; Local Government; Policy Formation; Public Policy; State Government; State Legislation; *State Programs; *Welfare Services
IDENTIFIERS- *Welfare Reform

The 16 chapters in this book are intended to stimulate thinking about approaches to dealing with the substance of public assistance policy as it bears on coordination issues, organizational arrangements for policy development and delivery, and processes for building linkages between disparate but related programs. Part I, an introduction, contains "The Coordination Challenge" (Jennings, Zank). Part II on the federal role consists of four chapters: "The Presidency and the Coordination of Public Assistance" (Hopkins); "Congress and the Coordination of Public Assistance" (Gimpel); "Coordination among Administrative Agencies" (Bailis); and "Federal Policy Changes to Enhance State and Local Coordination" (King). Five chapters in Part III on the state role are as follows: "Patterns and Perceptions of Employment and Training Coordination in the States" (Jennings); "Planning and Organizing to Coordinate Human Service Delivery in the States" (Jennings); "The Eight Percent Set-Aside as a Coordination Incentive" (Ainsworth); "State Government Coordination of the JOBS Job Opportunities and Basic Skills Program" (Jennings); and "State Efforts to Influence Federal Policy" (Krane). Part IV contains five chapters on the local role: "Strategies for Coordination at the Local Level" (Corbett); "JOBS and JTPA Job Training Partnership Act : Single Point of Contact in Pennsylvania" (Farley); "Lafayette Court Family Development Center: Bringing Social Services and Housing Programs Together" (Harris); "Youth at Risk: Making a Difference at the Local Level" (Thornburg); and "Community-Level Coordination of the JOBS Program" (Jennings). Part V, the conclusion, contains "Coordinating Public Assistance Programs in the United States" (Zank). Appendixes include an index and contributor biographies. (YLB)

ED 364 681 CE 065 165

Rowland, Stephen
The Enquiring Tutor. Exploring the Process of Professional Learning.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning;

formulated: increase total units required for graduation, set course achievement standards, require mastery of more advanced academic skills, require a computer literacy course, require a four-course major, form stronger linkages to postsecondary training, make contextual and cooperative learning priority topics for teacher training, increase teacher exposure to the applied uses of knowledge, improve linkages to the world of work and employers, address low student performance through expanded developmentally oriented remediation, require a career exploration course, systematize and expand career guidance, expand counselor training, and strengthen career information flows via interagency relationships. (Appended is a list of consultants/liaisons assisting in commission.) (MN)

ED 364 700          CE 065 190

Tech Prep: The Wisconsin Design.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); *Curriculum Development; Education Work Relationship; High Schools; *Integrated Curriculum; Postsecondary Education; *Program Development; Program Implementation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Tech Prep; Western Wisconsin Technical College; Wisconsin (West)

This publication consists of two parts: an overview of tech prep in Western Wisconsin and the Tech Prep Strategic Plan for Western Wisconsin. The overview combines reduced-size pages (four to a page) with full-size pages that include the following: the definition of tech prep; legislative mandate; rationale; benefits of tech prep; tech prep philosophy and goals; Affinity process (a quality management tool); tech prep activities continuum; curriculum development procedures; articulation agreements; policies and procedures to plan, develop, and implement the tech prep initiative; discussion of applied academics; course descriptions; and information on career cluster maps. The Tech Prep Strategic Plan consists of three sections. Section 1, Model Components, contains the tech prep philosophy and goals, model (diagram format), standard definitions, and committee and communication structure. These policies and procedures are outlined: high school/Western Wisconsin Technical College articulation; comparison of advanced standing, institutional credit, and postsecondary options; and prototype articulation and contractual agreements. A timeline is followed by general information on the concept of tech prep, including statutory mandate, definition, goals, and a 24-item school-to-work transition resource list. Section 2 on curriculum development provides resources, discusses the applied academics, and describes career cluster maps and their use. Section 3 outlines grant goals and objectives. (YLB)

ED 364 701          CE 065 193

Tech Prep. What? Why? How?
PUB DATE- Jul 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

recommendations from the plan were implemented in each area: 22 tech prep projects were funded; WorkLink portfolios were implemented in a pilot site; a working group began development of a plan for apprenticeship programs expansion; the Business Resource Network was established to identify employers' human resource needs; use of the Automated Labor EXchange was expanded; a guide to occupational education and job training programs was published; and a directory of social support services was compiled. Standing committees, task forces, and work groups accomplished the following: development of the Governor's Coordination and Special Services Plan; establishment of an employment-oriented program for at-risk youth; creation of youth apprenticeship opportunities; and work on recommendations for creating a work force decision-making framework at the substate level and for ensuring the full participation of persons with disabilities. Other SETC activities included the following: Institute for Staff Development seminars, conferences, focus groups, and educational activities and support of the Workforce Development Partnership Program. (The 1992 chronology is appended.) (YLB)

ED 364 721 CE 065 255

Brown, Clarence D.; And Others
Vocational Evaluation Systems and Software: A Consumer's Guide.
PUB DATE- 94
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Information Systems; Computer Simulation; *Computer Software; Definitions; Diagnostic Tests; *Job Search Methods; Job Skills; Occupational Tests; Postsecondary Education; Resources; Secondary Education; User Satisfaction (Information); *Vocational Evaluation

This consumer guide presents updated information on many of the systems and software programs that are currently available to and used by vocational evaluators. Software included in the book was selected through contacting all known developers for information and product samples for review. The guide is organized in four sections. The first section profiles 18 vocational evaluation systems; each description includes the following: precis, a description, information on administration of the software, information on scoring, interpreting and reporting results, measurement data, and a summary and review. The second section profiles 12 job search computer programs. Software descriptions include the following: precis and information on development, comprehensiveness and use, utility, user friendliness, documentation, hardware, and cost. The third section of the guide presents a summary of the results of a user satisfaction survey of systems and software, with ratings and comments about software programs' strengths, weaknesses, and recommended changes. The final section lists 20 questions that consumers may use to evaluate software for potential purchase. The guide includes a list of 29 references and a glossary of 38 terms used in vocational evaluation, with extensive definitions. (KC)

ED 364 722 CE 065 256

Fry, Ronald R., Ed.; Garner, William E., Ed.
The Issues Papers. National Forum on Issues in Vocational Assessment (6th, Virginia Beach, Virginia, March 4-6, 1993).
PUB DATE- 93

a fundamentally important source of black-white and male-female inequalities in employment. Drawing on the North Carolina Employment and Health Survey, the first general population survey that measures the gender and racial compositions of jobs, the book explores this thesis in the context of the theory that both labor markets and the organization of work are profoundly influenced by processes of status, closure, and status composition. The first chapter examines this theoretical aspect of job discrimination and defines the terms status, closure, and status composition. Chapter 2 then documents the extent of job segregation and outlines some of its consequences. Chapters 3 and 4 explore the processes that lead to a segregated job structure. Chapters 5 and 6 examine three explanations--human capital, social closure, and status composition--of the processes that produce racial and gender inequalities. Chapter 7 states the major theoretical conclusions of the book; chapter 8 discusses the implications of the study for organizational and public policy. The book includes 35 tables and 11 figures, an appendix discussing methodological issues of the research, a list of 177 references, and an index. (KC)

ED 364 739          CE 065 300

Appelbaum, Eileen; Batt, Rosemary
The New American Workplace: Transforming Work Systems in the United States.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Business Administration; Change Strategies; Economic Change; Educational Needs; Employer Employee Relationship; Employment Patterns; *Employment Practices; Foreign Countries; Futures (of Society); Labor Conditions; *Organizational Change; Organizational Climate; Organizational Development; Policy Formation; *Production Techniques; *Productivity; Public Policy; *Quality of Working Life; *Work Environment

This book addresses the need for change in the ways businesses are conducted in order to respond to increased global competition and describes the forms change has taken in many businesses. The first part of the book introduces the need for change and describes some change strategies that businesses have adopted. Part II considers the alternative production systems that have emerged in other countries in the 1970s and early 1980s, highlighting how some of these systems have inspired change in production systems in the United States. In Part III, evidence of workplace innovation in U.S. companies is summarized through an examination of case studies; the evidence generally shows that the majority of large firms have adopted some innovative practices although they still affect a minority of employees. Part IV discusses solutions at the level of the organization and at the level of public policy, for changing U.S. production processes into high performance systems to increase competitiveness. Appendixes provide the following: (1) the incidence of organizational change among U.S. firms; and (2) a summary of case studies from 1970-1992. The book also contains a glossary of 20 terms, a list of 297 references, and an index. (KC)

Adults; Parent Influence; Place of Residence; Research; *Search Strategies; Work Attitudes; *Work Experience; Young Adults
IDENTIFIERS- *National Longitudinal Surveys

This practical manual is designed as a guide for those working with one or more of the National Longitudinal Surveys (NLS) data sets. Section 1 is a discussion of the sample design, sampling methodology, and field procedures used during the surveys of each NLS cohort. Weighting, sample representativeness, and attrition are discussed, and a series of tables depict the number or respondents who continued to be interviewed at each interview point as well as the number of those not interviewed and why they dropped out of the study. Section 2 is a topical guide to the NLS that presents, for each cohort, a description of the primary variables available on select topics. Section 3 has four purposes: (1) discusses the several types of created variables present within the various NLS data sets; (2) depicts, by survey year, the primary created variables present within the NLS main data files and the four Original Cohort data sets; (3) provides a crosswalk to the places within the documentation system where a user can find derivations for many main file variables; and (4) presents additional creation procedures for some important main file variables. Section 4 provides information on how to access NLS variables via the extensive hardcopy and electronic documentation system. Section 5 provides information on the format and structure of the various NLS magnetic tapes. Appendixes include NLSY file descriptions 1979-1991 and NLSY and Original Cohort dictionaries of acceptable keywords. (YLB)

ED 364 759 CE 065 331

Understanding Taxes. Teacher's Resource Package. Revised.
PUB DATE- 93
NOTE- 217p.; Supersedes ED 346 283.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; *Consumer Education; High Schools; Income; Instructional Materials; Integrated Curriculum; Lesson Plans; Tax Allocation; Tax Credits; Tax Deductions; *Taxes; *Tax Rates; Units of Study
IDENTIFIERS- *Income Taxes; Internal Revenue Service

This redesigned version of a high school curriculum on understanding taxes contains 6 units with 12 lessons. The set of video, print, and software lessons is designed to teach students about the United States tax system through integrating the materials in a number of different classrooms: history, economics, math, consumer education, government, civics, business education. A chart indicates classes for primary and secondary usage. The table of contents shows which seven lessons have video and which one lesson has software components. Most lessons are designed to be taught in a single class hour. Each unit lesson contains some or all of the following: purpose; objectives; required materials; key terms; and suggestions for teaching activities organized in three parts: opening, developing, and concluding the lesson. In these sections, the left-hand column presents actual teaching suggestions--questions and instructions for activities; the right-hand column contains possible student responses. An extension section suggests activities for further research. Reproducible handouts are provided. The six units cover these topics: understanding one's role as a taxpayer, understanding tax forms, understanding state and local taxes, understanding

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Bookkeeping; *Business Education; Classroom Techniques; *Computer Software; Course Content; Educational Resources; Employment Potential; Foreign Countries; High Schools; Job Skills; Learning Activities; Lesson Plans; Student Evaluation; Teaching Methods; Units of Study
IDENTIFIERS- Manitoba

This curriculum guide was developed for a senior-level accounting course for students in high schools in Manitoba. The course is designed for students who plan to engage in an entry-level accounting position or self-employment after graduation and for students who plan postsecondary study in accounting and business. The course builds on and reinforces the concepts, skills, and understandings mastered in introductory accounting (Accounting Principles 30G). Generally Accepted Accounting Principles (GAAP) are discussed and analyzed as they are currently applied to small and larger businesses. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) six units of study. The units cover these topics: review of accounting principles, synoptic journal, adjustments and closing entries, inventory systems, application packages, and options. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 18 texts, 11 computer programs, and a source for materials completes the guide. (KC)

ED 364 778 CE 065 428

Automated Office 40S. Interim Guide.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Computer Software; Course Content; Educational Resources; Employment Potential; Foreign Countries; High Schools; Job Skills; Learning Activities; Lesson Plans; *Microcomputers; *Office Automation; *Office Occupations Education; *Office Practice; Simulation; Student Evaluation; Teaching Methods; Units of Study
IDENTIFIERS- Manitoba

This curriculum guide was developed for a full-credit course for students who are pursuing business and office work immediately after graduation from high schools in Manitoba and for students planning postsecondary study in this field. The course builds on and reinforces the concepts, skills, and knowledge mastered in the business curriculum. In this course, students apply what they have learned in a simulated office setting. Students develop competency using computers in an electronic office environment, and they use electronic applications such as electronic communications, computerized information management, desktop publishing, reprographics, and machine transcription. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) seven units of study. The units cover these topics: introduction, electronic communications, information management, desktop publishing, reprographics and machine

Conservative and liberal students did not differ in regard to their responses on the AAS or in regard to reported sexual behavior. (Author)

ED 364 797 CG 025 117

Cornell, Nancy T.; Pack, David L.
Use of a Bereavement Support Group To Help Adolescents Cope with Loss.
PUB DATE- 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Coping; *Death; Grief; High Schools; High School Students; Peer Relationship; *Social Support Groups
IDENTIFIERS- *Bereavement; *Loss

This paper describes the use of a bereavement support group within the high school to provide an effective intervention for students who have experienced the loss of a significant family member or close friend. The first section examines the impact of parental loss on adolescents, noting that the loss of a parent might involve significant changes in the adolescent's support system, living situation, and possibly financial status; and that divorce can be a complicating factor in adolescent adjustment to the loss of a parent. The next section discusses the importance and benefits of a support group for grieving adolescents. The next section focuses on forming a bereavement support group, addressing such issues as referrals for group members, organization of the group, and screening of potential members. Group structure and process are examined in the next section. As the primary goal of the support group is to facilitate the tasks of mourning, these tasks are described in the next section: acceptance of the reality of the loss; effectively coping with the affect of grief; readjustment; and emotional withdrawal from the deceased. The final section of the document discusses a variety of group topics. (NB)

ED 364 798 CG 025 118

Hutton, Susan; And Others
Enabling Visions: Self Esteem of Junior-High Girls.
PUB DATE- Oct 93
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Houston, TX, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Females; Foreign Countries; Junior High Schools; *Junior High School Students; *Mentors; *Self Esteem; *Womens Education
IDENTIFIERS- Canada

This study was conducted to evaluate the self-esteem of adolescent girls participating in a new, optional pilot course entitled "Enabling Visions." The study examined whether involvement in the mentoring self-esteem course had a positive impact on the participants' self-esteem, increased their awareness of women's issues, and resulted in their selection of specific proactive strategies enabling them to get their

DESCRIPTORS- Case Studies; *College Bound Students; *College Freshmen; Higher Education; High School Graduates; *Participant Observation; *Student Adjustment; *Summer Programs; *Transitional Programs

IDENTIFIERS- Rites of Passage; *Van Gennep (Arnold)

Many colleges and universities have designed summer transition programs for students entering their schools. The goal of these programs is to ease the transitional processes students encounter, and to enable the student to feel more acclimated to campus life. Summer transitional programs have been particularly important because they operate at a critical time when institutions could be effective in preventing student departure. Most often, the overall summer program objective is to maximize the retention, academic achievement, graduation, and educational development of underrepresented students who planned to enroll in the following fall semester. This study was conducted to examine the transitional Summer Enrichment Program (SEP) at the University of Delaware, focusing on issues of transition and adaptation of pre-first year students. The study examined Van Gennep's rites of passage theory in the context of how the SEP supported the transition process of students from high school to college. The study used participant observation, pre- and post-questionnaires, student journal entries, and selected student interviews. The findings revealed that students in general felt a high comfort level with the campus, were familiar with the campus, and felt integrated both academically and socially to the campus community after participating in the SEP. It appeared that the students in the SEP progressed through Van Gennep's rites of passage at their own pace with little difference with regard to ethnicity and gender. (NB)

ED 364 821 CG 025 148

Kruger, Louis J.; And Others

Commitment to the Profession of School Psychology: An Exploratory Study.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993). Study supported by the Massachusetts School Psychologists Association.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Burnout; Elementary Secondary Education; *Psychology; *School Psychologists

This study focused on professional commitment to school psychology among practicing school psychologists. Burnout, school system reductions, and demographic characteristics were examined with respect to school psychologists' commitment to their profession. The results revealed that burnout had a significant relationship to professional commitment among the 181 school psychologists who participated in the survey. More specifically, the school psychologists who had a lower sense of personal accomplishment at work tended to be less committed to the profession. Surprisingly, professional commitment had only a modest relationship to reductions in school system resources and a statistically nonsignificant relationship to reductions in school psychology staff. Women were significantly more committed to school psychology than were men in the sample. The highest degree attained was unrelated to professional commitment. The findings of this study have implications for

Fifth Grade Students. Revised.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 3; Grade 5; Instructional Effectiveness; *Metacognition; *Reading Achievement; Reading Research; *Reading Strategies
IDENTIFIERS- Indiana

A study examined the effects of instruction versus no instruction of comprehension monitoring strategies and the effects of direct instruction of a written or checksheet comprehension monitoring strategy on the metacognitive awareness and reading achievement of students. Subjects, 57 fifth-grade and 51 third-grade students from 6 intact classrooms enrolled in 4 city schools in an Indiana community, were randomly assigned to either the written strategy, the checksheet strategy, or the control. One experimental group was taught the K-W-L comprehension monitoring strategy, and the other experimental group was taught the Predicting/Evaluating comprehension monitoring strategy. Metacognitive awareness and reading achievement were measured using separate evaluation instruments. Results indicated that metacognitive awareness may be a late-developing process that is not sensitive to type of strategy taught and difficult to accurately assess with a current informal assessment measure. Reading achievement was not affected by comprehension monitoring instruction. (Six tables, a figure of data, a K-W-L strategy sheet, and a Predicting/Evaluating checksheet are included.) (Contains 28 references.) (Author/RS)

ED 364 841 CS 011 482

Guzzetti, Barbara J.
Critical Review of Qualitative Research on Conceptual Change from Science Education.
PUB DATE- Dec 93
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Cognitive Processes; Cooperative Learning; Elementary Secondary Education; Literature Reviews; *Qualitative Research; *Reading Research; *Research Methodology; *Research Needs; Sampling; *Science Education; Student Motivation
IDENTIFIERS- *Conceptual Change; Research Suggestions

A literature review synthesized the qualitative research from science education that described students' cognitive processes in conceptual change and the related effects of context. Studies were located by manual and on-line searches of more than 15 data bases to retrieve the published, unpublished, and fugitive research. The actual case studies that were located centered around themes of metacognition, motivation, and collaboration. Like the case studies, much of the research using interviews and observations focused on students' constructs and how those constructs were manifested in the classroom. Pursuing questions like the ones raised in studies from science education (the influences of students' views of science, their folk language, their interaction patterns in collaborative groups, and their texts, instruction and

Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Gifted; *Hermeneutics; Junior High Schools; Junior High School Students; *Metacognition; Reading Processes; *Reading Research; Research Methodology
IDENTIFIERS- Paradigm Shifts

The background, challenge, opportunity, and excitement of hermeneutics can be explored in three signposts of a hermeneutic turn in a doctoral research proposal: from being gifted to gifted reading, from method to interpretation, and from metacognition to the hermeneutic circle. A change in the research site of a study of the metacognitive processes of gifted 12-year-olds resulted in a shift from focusing on gifted children to focusing on a program of gifted education. The original project was designed for the constant comparative method in the discovery of grounded theory. As part of the second signpost, the hermeneutic challenge is to truth through method. Hermeneutic understanding of gifted reading involves interpreting what is at play in what readers are saying and doing. The third signpost suggests that hermeneutics challenges that there is more to gifted reading than self-conscious executive processes. The hermeneutic circle provides the opportunity for understanding the ontological primacy of a gifted way of living with texts. Four gifts present themselves around the hermeneutic circle: imagination, enigma, ignorance, and incarnation. Before reading researchers abstract the essence of lived experience, they are all hermeneuticists who stand together on common ground in the desire to improve conditions for students and teachers in the educational life-world. (A figure illustrating the sympathetic vibrations in a hermeneutic fusion of horizons and a figure illustrating the circular path of hermeneutic understanding are included; 22 references are attached.) (RS)

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ED 364 860 CS 011 501

Rowe, Deborah Wells
Learning about Literacy and the World: Two-Year-Olds' and Teachers' Enactment of a Thematic Inquiry Curriculum.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Literacy; *Play; *Preschool Children; Preschool Education; Reader Response; Reading Aloud to Others; Reading Attitudes; Reading Research; *Teacher Behavior
IDENTIFIERS- *Emergent Literacy

A study examined the ways teachers and children in a preschool classroom enacted informal book-reading and other informal book-related events. Four key patterns in children's activities and teachers' curricular responses were identified: (1) children naturally selected their own "themes" for reading at the book center, and often these themes were not the same as those selected by the teachers as the focus for the week's unit; (2) children approached the world with sophisticated learning strategies and an attitude of inquiry; (3) their personal inquiries often occurred over long periods of time; and (4) indicated that the preservice teachers planned to continue using the assessment procedure for self-assessment and in collaboration with supervisor assessments for their future teaching positions. (The survey instrument is attached.) (RS)

ED 364 880          CS 214 106

Finley, Paris; Kleinfeld, Judith, Ed.
Out of the Melting Pot: The Battle over the Booklist. Teaching Cases in Cross-Cultural Education No. 12.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Class Activities; *English Curriculum; English Instruction; High Schools; High School Students; *Multicultural Education; *Reading Material Selection; Secondary School Teachers; *Teacher Education; Teacher Response
IDENTIFIERS- *Case Method (Teaching Technique); Cultural Sensitivity; Educational Issues; English Teachers; Literary Canon; *Reading Lists

In the form of a teaching case, this paper recounts the difficulties of an English teacher whose reading list was challenged as being racist. In introductory materials, the paper explains that teaching cases help develop students' abilities to spot issues and frame problems in an ambiguous, complex teaching situation. The paper presents the case in narrative form, discussing: (1) the accusations made by a parent of a Hispanic student that the book list was "unrepresentative" and that her child was given less difficult tasks to do in class; (2) the book list itself; (3) progress reports sent to parents; (4) the teacher's perspective on the "classics"; (5) an earlier racially-related incident at a neighboring school; and (6) the teacher's decision. The book list, the parent's letter to the school board, the student's progress report, an assignment for "Brave New World," and a list of five questions to consider are attached. (RS)

ED 364 881          CS 214 115

Ward, Jerry W., Jr.
"The Choice" and the Language of Honesty.
PUB DATE- 19 Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black History; *Black Literature; Higher Education; *Language Usage; *Nonfiction; Racial Bias; *Racial Relations; Reader Response
IDENTIFIERS- African Americans; *Choice (Yette); *Discourse Communities; Writing Contexts

Samuel Yette's "The Choice: The Issue of Black Survival in America" belongs to an honorable tradition of African American writing, a tradition which draws attention to a necessary distinction between the promise of freedom and democracy and what people actually experience in their everyday lives in the United States. Yette's language comes from the practice of journalism, the first draft of history (as writing). "The

the role of the librarian or teacher in using informational books to promote recreational reading, supplement the curriculum, and to maintain a current collection. Interspersed among each of these chapters are interviews with seven prominent authors of informational books (Lee J. Ames, Milton Meltzer, Laurence Pringle, Brent Ashbranner, James Cross Giblin, and Susan Cohen). (Contains 377 references.) (RS)

ED 364 900 CS 214 139

Barchers, Suzanne I.
Teaching Language Arts: An Integrated Approach.
PUB DATE- 94
NOTE- 551p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Elementary Education; *Integrated Curriculum; *Language Arts; Language Experience Approach; Lesson Plans; Middle Schools; *Reading Instruction; Teacher Role; Thematic Approach; Units of Study; *Writing Instruction

Based on the belief that the teaching and learning of language are inextricably intertwined, this book addresses the challenge of providing an integrated language arts program in the elementary and middle school level that bridges traditional instruction and thematic, whole language, or literature-based instruction. The book also presents ways to enhance basal textbooks, and several chapters have sections on fostering the involvement of parents and volunteers. Chapters in the book are: (1) Integrating the Language Arts: An Overview; (2) Language Acquisition; (3) Creating a Literate Environment; (4) Listening and Speaking; (5) Strategies and Activities for Listening and Speaking; (6) Integrating Reading and Writing; (7) Strategies and Activities for Reading and Writing; (8) Literature; (9) Viewing; (10) Handwriting; (11) Spelling; (12) Grammar and Usage; (13) Integrating the Language Arts through Thematic Units; (14) Evaluation; and (15) Classroom Management. A thematic unit on space exploration, a unit on fables for grades three and up, and a unit on tall tales for grades five and up are included; eight appendixes presenting resource lists, and an appendix discussing how to create a literate home environment are attached. (RS)

ED 364 901 CS 214 140

Implementing Senior 1 and 2 English Language Arts: A Resource for Teachers and Administrators. Curriculum Support Document. 1993 High School Review Implementation.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Curriculum Development; *English Curriculum; *English Instruction; Foreign Countries; *Grouping (Instructional Purposes); High Schools; *Language Arts; Program Implementation
IDENTIFIERS- *Manitoba

Produced as part of the implementation plan for "Answering the produce value offers a clue for rethinking of the classical labor theory. After an introductory section, the paper presents a brief overview of commodity as a sign. The "Toward a Commodity Production Model" section of the paper discusses: (1) what a commodity is; (2) the necessary conditions for exchange; (3) two elements of value production; (4) communication labor as productive labor; (5) the role of the consumer; (6) consumption as interpretation; and (7) the triple triangle model for commodity production. The "Toward a sign production model" section of the paper discusses: from commodity production to sign production; semiosis as a triadic relation; and the three stages of the semiosis and the triple triangle model. A figure illustrating the triple triangle model for commodity production and a figure illustrating the triple triangle model for sign production are included; 11 notes are included. Contains 43 references. (RS)

ED 364 921 CS 508 399

Theberge, Christine L.
"The Boys All Scramble Through": Some Gender Issues in Sense-Making Conversations.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Communication Research; Discussion (Teaching Technique); Elementary School Students; Grade 6; Intermediate Grades; Interpersonal Communication; Science Education; *Science Instruction; *Sex Differences
IDENTIFIERS- *Communication Behavior; *Communication Patterns

A study analyzed the number and types of contributions that girls and boys made to a science discussion in a sixth-grade class. A 48-minute, student-centered cross-discussion was videotaped and analyzed. The exceptionally long discussion and the complexity of the topic (involving moving shadows and frames of reference) make the lesson a rich source of information. Results indicated that girls in the class contributed far less than would be equitable given their representation in the class's population, but that boys and girls spent roughly the same percentage of turns they did take in giving explanations. Far more of the girls' remaining turns, however, were concerned with such interactional issues as allocating turns, while boys' remaining turns were more frequently concerned with seeking or conferring status. Findings suggest that valuing the type of interactional work usually done by girls, and helping boys overcome their focus on status would create an environment more conducive to science learning for both genders. (Two tables of data and five footnotes are included. Contains 30 references.) (Author/RS)

ED 364 922 CS 508 400

Soukup, Paul A.
Media Echoes in the Development of the Social Self.
PUB DATE- 20 Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

ED 364 941 EA 025 468

Rankings of the States, 1993.
PUB DATE- 93
NOTE- 124p.; For rankings from 1970-92, see EA 025 467.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Enrollment; Expenditures; Faculty; *Income; Population Trends; *Public Schools; *State Action; State Departments of Education; *State Government; Teacher Salaries

This publication contains rank-ordered educational statistics for the 50 states and the District of Columbia. The first part provides information about states' populations, which can serve as indicators of the relative demand for public education services. The second part features data on student participation in public elementary and secondary schools, which indicate change in relative demand for public school services and staff. Information on changes in the number of staff employed in education institutions and their level of compensation is presented in the third part. The fourth part offers data on general financial resources, with a focus on the percent change in per capita income. Statistics on state- and local-governmental revenue are provided in the fifth part, with a focus on revenue generated through taxation. The final part compares states according to their sources of public school revenue. The reader is urged to supplement these data with specific information about state and local activities and services related to public education. A total of 107 tables and 8 figures are included. Also included are notes on State Departments of Education, a glossary, an index of tables, and a framework for developing a school funding profile. (LMI)

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ED 364 942 EA 025 470

Chen, Michael
Sponsored Privatization of Schooling in a Welfare State.
PUB DATE- Oct 93
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Economics; Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Government Role; *Private Sector; *Privatization; *School Choice
IDENTIFIERS- Equal Access; *Israel; *Welfare State

This paper examines the emergence of privatization in Israel's educational system. The first part provides an overview of the provision of educational services in a welfare state. The second part describes educational privatization in a welfare state, and the third part presents examples of two forms of privatization that have emerged in the Israeli educational system--the Culture, Youth, and Sports Community Centers and the "Grey Education" movement. The final part argues that privatization may disguise the central government's increased involvement in the management of some educational services that are demanded by powerful pressure groups. Privatization of educational services in a welfare state such as Israel expands

Criteria; Secondary School Teachers; *Supervisory Methods;
*Teacher Evaluation; *Teacher Supervision

This paper provides guidelines for improving the objectivity, quality, and relevance of classroom observations. Suggestions are organized according to the three stages of the observation process--prior, during, and after the observation. Tips for establishing and maintaining a positive climate and for necessary preparations prior to the observation are grouped into four areas: scheduling; preparing the observer; preparing the teacher; and preparing the students. During the observation, the following practices will increase the quantity and quality of data: attending to classroom activities; recording information; and collecting objective information. After the observation, it is important to complete the documentation and follow up with the teacher. Other recommendations include holding several formal and informal teacher evaluations throughout the year, utilizing multiple information sources, and retaining all documentation. Two tables and two figures are included. (LMI)

ED 364 962 EA 025 497

Sergiovanni, Thomas J.
Building Community in Schools.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community; *Cooperation; Educational Change; *Educational Environment; Elementary Secondary Education; *Group Unity; Leadership; *Organizational Climate

This book provides a view of community that educators can use to define and build community in their schools. Chapter 1 critiques the traditional view of schools as formal organizations and offers a theory of community as an alternative. Chapter 2 describes a pattern of relationships characteristic of communities, which can be applied to relationships within schools. Examples of community by kinship, community of place, and community of mind are provided in the third chapter. Community building at New York's Central Park East Secondary School and at the Koln-Holweide School in Cologne, Germany, are described. Chapter 4 discusses the need for community and why people willingly accept it. Case studies illustrate the process of becoming a purposeful community in chapter 5. Chapter 6 shows how shared purposes and values are translated into decisions about curriculum content and design, and chapter 7 demonstrates how the power of community can be used to transform current discipline policies into strategies that help build moral character and teach active citizenship. The eighth chapter examines the meaning of professional community, and the ninth chapter describes how Denali School in Fairbanks, Alaska, has built a community of learners. Chapter 10 discusses what is involved when a school becomes a community of leaders, as exemplified by the Jackson-Keller School in San Antonio, Texas. The concluding chapter redefines leadership in terms of being, rather than doing. Two tables and one figure are included. (LMI)

ED 364 963 EA 025 498

Administration; Quality Control; Recordkeeping; School Districts

This book provides guidelines for conducting internal audits of school districts. The first five chapters provide an overview of internal auditing and describe techniques that can be used to improve or implement internal audits in school districts. They offer information on the definition and benefits of internal auditing, the role of internal auditing in the district control system, policy and procedure, the development of an internal audit plan, and internal-audit methodologies. Samples of hands-on documents accompany each chapter. The last chapter provides audit guides for the following areas: revenues, disbursements, accounting, fixed assets, cash and investments, student activity funds, transportation, food service, purchasing, warehousing, budgeting, record retention, maintenance and repair, sale of surplus material, risk management, affirmative action, labor negotiations, debt service and capital projects, human resources, management information services, and vendor/contractor conflicts of interest. Four figures are included. (LMI)

ED 364 983 EA 025 528

Short, Paula M.
School Empowerment through Self-Managing Teams: Leader Behavior in Developing Self-Managing Work Groups in Schools.
PUB DATE- 93
NOTE- 25p.; Inside subtitle varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Collegiality; *Faculty Development; Interdisciplinary Approach; Intermediate Grades; Interprofessional Relationship; Junior High Schools; *Leadership; Middle Schools; *Principals; *Self Directed Groups; Team Teaching; Teamwork
IDENTIFIERS- *Empowerment

In searching for avenues to create a collaborative school environment in which autonomous teachers impact the outcomes of schooling and students become independent learners, there is increasing interest in "self-managing work groups." This paper presents findings of a study that examined the role of the principal in the development of self-managing work teams. First, the study selected four empowered middle schools with self-managing interdisciplinary teaching teams. Data were gathered through observation; interviews with the principal, team teachers, and counselors; and interviews with student-focus groups. Findings indicate that in working with self-managing teams, the principal facilitated reflection, team focus on goals, self-criticism, and self-reinforcement. (LMI)

ED 364 984 EA 025 529

Evanac, Diane M.
Developing and Implementing a Discipline Plan for Hawthorne High School.
PUB DATE- Mar 93
NOTE- 115p.; Ed.D. Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Techniques; Discipline; *Discipline Policy; *Discipline Problems; High Schools; *In School Suspension; Parent Participation; Rural Education; *School Policy; Small Schools; Suspension

school science facilities. Planning the science complex from site development to occupancy is described in chapter 7, and requirements for furnishings and appliances are delineated in chapter 8. Cost estimates are provided in the final chapter. Forty-nine figures are included. Appendices contain checklists for the total science complex, the laboratory/classroom, and the science preparation/storage area. (LMI)

ED 365 003 EA 025 554

State, Local, and Federal Financing for Illinois Public Schools, 1992-93.
PUB DATE- Mar 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditures; *Federal Aid; Income; Public Schools; School District Reorganization; School District Spending; School Funds; *School Support; *State Aid; State Legislation
IDENTIFIERS- *Illinois

This publication provides information on the sources and amounts of funds available for prekindergarten to postsecondary education in Illinois common schools during the 1992-93 school year. Information is provided on the sources and uses of state revenues, sources of local revenues, school-reform legislation, and legislation that affects the financial management of schools. Tax-rate limitations, interfund transfers, short- and long-term borrowing, and information on the required recording of district revenues and expenditures are included. State programs and their funding are described in the first chapter. Chapter 2 highlights federal programs and their funding. The third chapter summarizes recent state legislation that primarily affects instructional programs, school-district accounting practices, and other financial issues. Chapter 4 covers school-district reorganization alternatives and activities. Topics related to school-finance practices are examined in chapter 5. Chapter 6 describes the activities of the Illinois Financial Accounting Committee, a report by the Task Force on School Finance, and efforts dealing with financially troubled school districts. Ten tables and seven figures are included. Appendices contain a glossary, bibliography, graphs of general state aid distribution, and representative forms and worksheets. (LMI)

ED 365 004 EA 025 555

Connor, Kim; Melendez, Melinda
Analysis of the Parental Choice in Education Initiative: A Proposed Constitutional Amendment on the November 2, 1993, Ballot.
PUB DATE- Jul 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Educational Equity (Finance); *Educational Vouchers; Elementary Secondary Education; Equal Education; Open Enrollment; Private Education; Private School Aid; Public Education; *School Choice; Selection; Tuition
IDENTIFIERS- *California

The Parental Choice in Education Initiative was defeated by California voters in a statewide special election in November literature review addressing school completion rates, participation in postsecondary education, group membership/affiliation, gender differences, vocational education in high school, employment rates, independent living, and classroom placement. Information is then provided on survey design and development, field testing the pilot survey, telephone survey results, and recommendations for conducting the survey. The survey, involving 127 individuals who had received special education services before exiting school, found that over 75 percent live with parents or relatives; two-thirds were working, though only three respondents earn less than minimum wage; 78 percent had participated in postsecondary education; and over half participate in activities outside home or get together with friends more than once a week. Appendices include both the telephone and mail versions of the survey and an exit data summary sheet. (Contains 21 references.) (DB)

ED 365 025 EC 302 650

Zeph, Lucille, Ed.; And Others
Kids Talk about Inclusive Classrooms. Creating Inclusive Educational Communities: A Monograph Series, Number 3.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE- 92
NOTE- 40p.; Prepared by Local Education for All in Regular Neighborhood Schools (LEARNS).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Elementary Education; Elementary School Students; Friendship; *Mainstreaming; Peer Acceptance; *Peer Relationship; *Severe Disabilities; *Social Integration; *Student Attitudes

This monograph is a compilation of comments written by elementary level classmates of students with severe disabilities, produced as part of Maine's statewide project for inclusive schools, Project LEARNS (Local Education for All in Regular Neighborhood Schools). The comments are grouped into six categories: (1) valuing differences and overcoming fears, (2) recognizing gifts and capabilities, (3) developing friendships, (4) learning from one another, (5) recommendations, and (6) additional stories. (DB)

ED 365 026 EC 302 651

Guidelines for Inclusive Schools.
PUB DATE- 93
NOTE- 11p.; Prepared by Local Education for All in Regular Neighborhood Schools (LEARNS).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Educational Needs; Elementary School Students; Elementary Secondary Education; Guidelines; *Mainstreaming; Models; Pupil Personnel Services; Secondary School Students; *Severe Disabilities; *Social Integration
IDENTIFIERS- *Maine

These guidelines were developed as part of Maine's statewide

Regular and Special Education Relationship; *Special Education

This paper addresses the issue of whether and to what degree developing countries should copy the models of special education delivery used in developed countries and identifies potential problems with this approach. The paper reviews the literature noting three general outlooks: the first sees special education systems of the United States and other developed countries as perfect models for developing countries; the second outlook argues that the developing countries should not adopt or duplicate the special education programs of developed countries for obvious financial reasons; and the third outlook emphasizes that all countries, developed and developing, have something to learn form one another. The paper then encourages a critical appraisal of the usage by developing countries of special education concepts (such as "transition" and "integration") from developed countries. It presents 14 recommendations for developing countries, which include extension of educational rights to the handicapped, increased emphasis on prevention of disabilities, improvement of teacher education programs, encouragement of parental involvement, development of appropriate school curriculums, improvement in data collection, and decreased class sizes. (Contains 13 references.) (DB)

ED 365 047 EC 302 672

Sailor, Wayne
Transition in the U.S. and Western European Nations.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Social Security Administration (DHHS), Washington, DC.
PUB DATE- 18 Sep 89
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Definitions; *Disabilities; Educational Policy; *Education Work Relationship; Employment Potential; Foreign Countries; Mainstreaming; Models; Regular and Special Education Relationship; Secondary Education; Social Integration; *Transitional Programs
IDENTIFIERS- Denmark; Europe (West); France; Italy; Netherlands; Switzerland; United Kingdom; United States

This monograph provides a review of the literature on the transition of students with disabilities into the adult world and an analysis of various models of transition that have emerged in western Europe in comparison with those in the United States. An introduction identifies key definitional issues in transition: defining the population, transition, integration, and paid work. The second section looks at approaches to transition policy and planning, including components of U.S. transition models and transition models from the following western European nations: Switzerland, United Kingdom, Holland, France, Italy, and Denmark. The third section discusses issues in transition policy. These include the extent of school integration, coordinated planning and follow-up from school to work and community living, the extent of integration in the post-school work and community living options, and the attainment of some form of competitive employment. (Contains 58 references.) (DB)

ED 365 048 EC 302 673

Copies of overheads and handouts are provided. (JDD)

ED 365 066 EC 302 691

Spicker, Howard H.; Aamidor, Shirley
Educational Modifications: Indiana Site. Project SPRING: Special Populations Resource Information Network for the Gifted.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 87p.; For related documents, see EC 302 690-692.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Cultural Background; Disabilities; Economically Disadvantaged; Electronic Mail; Elementary Secondary Education; *Enrichment Activities; *Gifted Disadvantaged; Interdisciplinary Approach; Minority Groups; Rural Areas; Thematic Approach; Units of Study; Videotape Recordings; Water
IDENTIFIERS- Indiana

This report presents promising curricular practices for use with special populations of gifted students, such as students who are economically disadvantaged, have handicapping conditions, live in rural areas, or belong to a minority group. The report first presents a transition curriculum which enriches and extends the regular curriculum for fourth grade children and is designed to increase teachers' awareness of nontraditional gifted students' potential. Sample transition curriculum units are provided on the topics of Indians in Indiana, Earth Day, and the pioneers of Indiana. In the next section, the video portfolio is presented as a way of recording such events as student interviews and student documentaries of home and family. This section discusses camcorder techniques, interview techniques, and documentary directions. The next section describes a learning activity called the Artifact Box Exchange Network, which is a project that involves students in collecting, tagging, and referencing a set of artifacts that are representative of their locale; exchanging artifacts with students in a distant, unknown locale; and studying the contents to identify the locale. The report briefly describes use of computer bulletin boards and an interdisciplinary unit of study on water. Copies of overheads and handouts conclude the report. (JDD)

ED 365 067 EC 302 692

Spicker, Howard H.
Indiana Site. Final Report of Project SPRING: Special Populations Resource Information Network for the Gifted.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 120p.; For related documents, see EC 302 690-691.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; *Curriculum Development; *Gifted Disadvantaged; Intermediate Grades; Program Effectiveness; Program Implementation; Rural Education; Standardized Tests; *Teacher Attitudes

This report describes the strategies, accomplishments, and outcomes of a project designed to identify intermediate level disadvantaged rural gifted children and develop curriculum practices appropriate for their use. Project objectives are

Students; *Special Education; Time Factors (Learning); Young Adults
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report uses data from the National Longitudinal Transition Study (NLTS) of Special Education Students to identify specific influences on postschool outcomes of youth with disabilities. The first chapter describes the NLTS, summarizes key postschool outcomes for young people with disabilities, and presents a framework suggesting influential factors. The second chapter considers measurement and analysis aspects of the study, including NLTS data sources and the multivariate modeling approach and statistical techniques used. The third chapter addresses nonschool factors in postschool outcomes including disability-related factors, individual traits, and household characteristics. In the fourth chapter, school factors are examined in relationship to postschool outcomes. Among these factors are the amount of instructional time spent in regular education settings, curricular aspects of academic and vocational programming, and transition planning. The fifth chapter discusses three aspects of student outcomes--academic performance, student behavior at school, and social involvement--as related to postschool outcomes. The sixth chapter considers the direct effects of the amount of time since leaving school. The final chapter summarizes key findings, considers the cumulative effects of various factors in postschool outcomes, and looks at particular groups and the pattern of influences experienced by them. An appendix provides supplemental statistical tables. References are included for each chapter. (DB)

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ED 365 086 EC 302 815

Wagner, Mary; And Others
The Transition Experiences of Young People with Disabilities. A Summary of Findings from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Dropouts; *Educational Experience; Employment; Family Characteristics; Graduate Surveys; High School Graduates; Independent Living; Longitudinal Studies; *Outcomes of Education; Profiles; Quality of Life; Secondary Education; Secondary School Students; *Student Characteristics; Young Adults
IDENTIFIERS- Diversity (Student); *National Longitudinal Transition Study Spec Educ

This report summarizes findings of the National Longitudinal Transition Study of Special Education Students (NLTS) in four areas: (1) the multiple dimensions of diversity and the characteristics of young people with disabilities; (2) secondary school programs, performance, and completion; (3) postschool outcomes; and (4) life profiles which provide a construct of independence. An overview of the NLTS notes the wide range of characteristics, experiences, and outcomes considered in the study which is based on parent/student telephone interviews, analysis of secondary school records, and a student school program survey. Under each of these areas, major findings are first highlighted, then each finding is explained in a one-page brief, and, finally, supporting graphs expertise to attain instructional goals and supplemental goals that are related to their own expertise and concerns. The report supports the importance of promoting learning as a constructive process wherein students actively develop new knowledge through manipulation and questioning of their existing knowledge. (Author)

ED 365 107 FL 021 654

Barnwell, David Patrick
We Need an Empirical Basis for Evaluating College Foreign Language Teaching.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Observation Techniques; College Faculty; *College Instruction; Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Higher Education; *Language Teachers; *Second Language Instruction; Teacher Effectiveness; Teaching Assistants; Test Reliability; Test Validity

College faculty are unlike other teachers in that they are not trained to teach and have little supervision. Effectiveness of language instruction is more difficult than most to evaluate. Contemporary models of supervision tend to emphasize training, not evaluation, even for teaching assistants. Some see teaching as an art, not susceptible to empirical study. Much current second language teaching research is insubstantial. Existing approaches to classroom observation include rating scales, checklists, time-based or event-based tabulations, and ethnographic methods. Some methods are high-inference and some low-inference, but results most often involve a high degree of inference. More attention should be given to the observation/evaluation instruments used. Minimum requirements for a useful instrument include practicality, reliability, and validity. The profession should develop profession-wide rather than institution-based instruments reflecting relevant theory and practice. There exist models for development of such a measure, and it is possible to make one that is dynamic, capable of adaptation to new research evidence. Issues that might be addressed in creation of an empirically-based teaching evaluation instrument include quantity and quality of teacher talk, comprehensible input, formal grammar practice, error correction, teacher-student interaction, and teacher experience. Contains 36 references. (MSE)

ED 365 108 FL 021 655

Barnwell, David Patrick
Problems of Articulation and Testing: Lessons from the 1920s.
PUB DATE- Nov 93
NOTE- 44p.; Paper presented at a Conference on Research Problems in Adult Language Learning (Ohio State University, Columbus, OH, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Educational History; *Language Tests; Second Language Instruction; *Second Language Learning; *Standardized Tests; Statewide Planning; *Test

Curriculum Design; Early Childhood Education; Educational Strategies; *Home Programs; Models; Parent Child Relationship; Parent Participation; *Parents as Teachers; Personnel Evaluation; *Piagetian Theory; Program Descriptions; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Project PIAGET

Title VII Project PIAGET (Promoting Intellectual Adaptation Given Experiential Transforming) is a bilingual early childhood and parent program serving young bilingual children, ages 2 to 8, and their parents. It is an Academic Excellence model and is targeted for adopting agencies in Pennsylvania, New Jersey, New York, and the New England States and also is disseminated to other agencies in the states of Michigan and Washington. Agencies working with young children in group settings that have adopted the program are local public school districts, parochial school districts, preschools, day care and nursery programs, and federally funded preschool programs such as Head Start and migrant education programs. The project rests on 2 aspects: (1) theoretical foundations, and (2) research results. Its theoretical foundations are based largely on Piaget's research and writing describing children's acquisition of cognitive and language systems. Research results are from studies on young bilingual children's and parent's growth and are consistent year to year from 1981 to present. The successes of the project can be explained by its twin components of classroom and home programming. A description of each is included. (Author/AB)

ED 365 130 FL 021 710

Holmen, Anne; And Others
Parent Attitudes to Children's L1 Maintenance. A Cross-Sectional Study of Immigrant Groups in the Nordic Countries.
PUB DATE- Sep 92
NOTE- 13p.; Paper presented at the Conference on Maintenance and Loss of Ethnic Minority Languages (Noordwijkerhout, The Netherlands, September 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Children; Cultural Differences; Elementary Secondary Education; Ethnic Groups; Finnish; Foreign Countries; *Immigrants; Interviews; *Language Maintenance; *Minority Groups; North Americans; *Parent Attitudes; Parent Participation; Second Language Learning; Turkish; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Denmark; Finland; Norway; Sweden

This paper focuses on parents' attitudes about their children's maintenance of their native language (L1). It is part of an inter-nordic study of immigrant languages between generation one and generation two, that interviewed 276 parents of North American, Finnish, Turkish, and Vietnamese origin, residing in Denmark, Norway, Finland, and Sweden. Questions were about parents' attitudes to L1 maintenance by their children and second language acquisition and use. Tables show the results of the interviews, and a discussion focuses on why some of the results occurred. (AB)

ED 365 131 FL 021 712

*Jong, Sikko de; Riemersma, Alex M. J.*
Bilingual Education in Fryslan: Levels of Language Proficiency in Both Dutch And Frisian at the End of Primary School.

The Turkish Adult Education System.
PUB DATE- Dec 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Economic Development; *Educational Development; *Educational History; Foreign Countries; *Literacy Education; Nonformal Education; Program Development; Rural Development
IDENTIFIERS- *Turkey

Modern Turkey is considered a bridge between the East and the West. Education in Turkey is operated and financed largely by public expenditures, and public education is free. Adult (nonformal) education is an extension of educational opportunities to people who could not benefit from formal education or who intend to expand their knowledge or skill. Today, adult education is carried out both within and outside the formal educational system by governmental bodies, national institutions, and voluntary organizations. The Ministry of National Education (MNE) organizes literacy courses and several sociocultural activities. Within the framework of formal educational institutions, MNE organizes evening schools and practical courses at all levels. Besides these, there are practical industrial, vocational, and technical schools and training centers. Outside the formal educational framework, MNE has created a large network of Public Education Centers; mobile teams provide courses for village communities. Recent trends are the continuing expansion of programs and services, active involvement of a large number of organizations, and greater integration of formal and nonformal programs. Problems include insufficient professional staff and lack of coordination. (Appendixes include 42 references and 11 charts and tables.) (YLB)

ED 364 663 CE 065 118

Friedman, Dana E.
Linking Work-Family Issues to the Bottom Line. Report Number 962.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Development; *Conflict Resolution; Corporate Education; *Employment Practices; *Family Problems; *Family Programs; Operations Research; Organizational Climate; Personnel Management; *Productivity; Program Development; Research Needs; *Role Conflict; Work Environment
IDENTIFIERS- *Family Work Relationship

A 1988 symposium on the effect of family problems on the corporate bottom line and a review of more than 80 other studies have confirmed that business investments in programs and policies to resolve family-work conflicts yield returns. Family issues/problems have been documented to affect employee recruitment, productivity, turnover, and absenteeism. Job factors such as time elements, job demands, and work environment and family factors such as marital relationship, spouse support, spouse employment, and division of labor have all been found to affect different employees in different ways depending on the given employee's sex, occupational status and income group, and employment status (full- versus part-time status). Included among the specific family problems that have been found to affect employee productivity are stress,

Case Studies; Classroom Communication; Foreign Countries; Higher Education; *Interaction; Models; Power Structure; *Professional Education; Student Role; *Teacher Evaluation; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Great Britain; Negotiation Processes

This book examines the relationship between teachers (facilitators) and students who are themselves education professionals and who are participating in professional development courses. The methodology, which is based on a combination of interaction and reflection, is outlined in Chapter 1. Examined in Chapter 2 are the roles of the didactic, exploratory, and interpretive models in developing an interpretive approach to teaching and learning. The following problems confronted by teachers/tutors investigating the relationships between tutor, student, and subject matter are examined in Chapter 3: facing uncertainty, negotiating contracts, avoiding the dilemma of infinite regress during negotiations, conducting surface and deep negotiations, providing structure, allowing for individual differences, clarifying needs, handling the dual role of tutor/teacher and researcher into teaching practice. Chapters 4 and 5 focus on two cases illustrating the experiences of negotiation and reflection. The issues of personal and professional knowledge and students' acquisition of new knowledge are covered in Chapter 6, and ways of evaluating learning and student and teacher roles in the evaluation process are covered in Chapter 7. Discussed in Chapter 8 are accountability and ways of relating course aims to development of professional competence. Contains 75 references. (MN)

ED 364 682 CE 065 166

Smith, Roger A.
Criteria for Hiring First Time Teachers, with an Emphasis on Technology Education. Final Report.
SPONS. AGENCY- Technical Foundation of America, San Marcos, TX.
PUB DATE- 31 Dec 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; *Employment Qualifications; *Evaluation Criteria; *Personnel Selection; Principals; Questionnaires; Secondary Education; Secondary School Teachers; Superintendents; Teacher Qualifications; *Technology Education

A study examined the criteria used in hiring "first-time" technology education teachers. A survey questionnaire was mailed to a stratified, paired random sample of 652 administrators from 302 school districts in Minnesota, Iowa, Missouri, Wisconsin, and Illinois. A total of 248 questionnaires were deemed usable (38% return rate). Five general criteria areas (academic preparation, personal traits, professional traits, professionally related experience, and work experience/paid employment) were rated for their importance, and individual specific criteria were rated for importance within each general area. Particular emphasis was placed on the field of technology education, and an additional 28 criteria were rated. Personal traits were ranked most important, followed respectively by professional traits, academic preparation, professionally related experience, and work experience. It was discovered that, when hiring first-time technology education teachers, administrators are looking for

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Associate Degrees; Community Colleges; County School Districts; Educational Practices; *Education Work Relationship; Guidelines; High Schools; Postsecondary Education; Public Schools; *School Business Relationship; *State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *North Carolina; *Tech Prep

This report describes tech prep, one of the types of school-to-work transition programs in place in North Carolina. Information is provided on the following: (1) what tech prep is; (2) dimensions of tech prep; (3) need for tech prep; (4) how successful tech prep programs operate (key conditions for secondary schools and community colleges and key practices for accelerating student achievement); and (5) tech prep associate degree programs. (KC)

ED 364 702 CE 065 194

Youth Apprenticeships. What? Why? How?
PUB DATE- Jul 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; County School Districts; Educational Practices; *Education Work Relationship; Federal Legislation; High Schools; High School Students; Postsecondary Education; *School Business Relationship; *State Programs; *Vocational Education; *Youth Programs
IDENTIFIERS- *North Carolina; Tech Prep

This report describes youth apprenticeships, one of the types of school-to-work transition programs in place in North Carolina. Information is provided on the following: (1) what youth apprenticeships are; (2) connection with tech prep associate degree programs; (3) essential elements of youth apprenticeships; (4) legislative framework for federal youth apprenticeships; (5) a strategic plan; (6) goals for 1993-96 for North Carolina; (7) objectives and strategies; (8) evaluation methods; and (9) nine steps to establish a youth apprenticeship program. (KC)

ED 364 703 CE 065 195

School-to-Work Transition Programs: A Status Report.
PUB DATE- Jul 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Cooperative Education; County School Districts; Educational Practices; *Education Work Relationship; Postsecondary Education; School Business Relationship; Secondary Education; State Programs; Student Organizations; *Student Participation; Supervised Occupational Experience (Agriculture); Vocational Education; Youth Programs
IDENTIFIERS- Career Academies; *North Carolina; Tech Prep

This report outlines the types of school-to-work transition programs available in North Carolina and provides maps showing which counties provide each type of program. Numbers of students served annually are listed for some types of programs.

NOTE- 340p.; Forum sponsored by the Vocational Evaluation and Work Adjustment Association in collaboration with the Interdisciplinary Council on Vocational Evaluation/Assessment. For the 1989 Issues Papers, see ED 315 608.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Agency Cooperation; Coordination; Diagnostic Tests; *Disabilities; Disadvantaged; Employment Interviews; *Evaluation Methods; Federal Legislation; Occupational Tests; Postsecondary Education; Secondary Education; Special Education; Student Evaluation; Test Selection; Vocational Education; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Americans with Disabilities Act 1990

Selected papers are as follows: "Evolving Policy Paradigms and Legislative Implications for Vocational Assessment Services" (LeConte et al.); "Integrating Academic Competencies in Vocational Assessment, Education, and Training" (DeMoss, Horvath); "Americans with Disabilities Act (ADA)" (Thomas et al.); "Selecting Vocational Evaluation Tools" (McDaniel et al.); "Work Evaluation" (Ravicz); "Building Consensus" (Smith, Schuster); "Role of Language and Culture in Vocational Assessment" (Colyer, Smith); "Personnel Shortages in Vocational Evaluation" (Stewart); "Job Interviews under the ADA" (Kornblau); "Facilitating Self-Determination" (Kaskel, Oppenheim); "ADA Compliance" (Ellexson); "Standards for Best Practice in Vocational Assessment and Evaluation" (Dowd et al.); "Proposed Curriculum Model for Vocational Evaluation" (Pell, Taylor); "Effective Consumer-Counselor Interactions in Vocational Rehabilitation" (Czerlinsky); "Comparison of Recertification Requirements" (DeGraw, Stroud); "Using Behavioral Rating Scales as Part of Vocational Assessment" (McKenna); "Critical Vocational Behaviors" (Modahl); "Technology Considerations during the Vocational Evaluation Process" (Smith, McClain); "Assessing Needs, Supports, and Environments in Vocational Evaluation" (Sabousky et al.); "Work Adjustment Job Coach Service" (Davis, Barron); "Modifying Evaluation Process to Determine Reasonable Accommodations" (Parhamovich); "Vocational Expert Testimony" (Strauss); "Documenting Functional Performance Criteria in Work Capacity Evaluations" (May); "Report Writing" (Adams-Webber); "Facilitating Self-Determination with Vocational Assessment in Multi-Cultural Settings" (Akridge, Farley); "Expanding Vocational Evaluation Process through Assistive Technology" (Reed et al.); "Establishing Vocational Direction Utilizing Fantasy with Persons Who Are Severely Disabled" (Braunig); "Transition of Persons with Cognitive Disabilities" (Robinson); "Vocational Evaluation of Older Worker with a Disability" (Hursh); "Vocational Assessment of Individuals with Traumatic Brain Injury" (Krankowski, Culbertson); "Vocational Evaluation" (May); "Vocational Evaluation Using Adaptive Equipment for People with Vision Impairments" (Yang); "Learning Style Assessment and Reasonable Accommodations for Students with Learning Disabilities" (Sylvester); "Voc-Ed Exploration Survey" (Ensley); "Self-Determination" (Ginavan, Jozwiak); "Pre-Vocational Training" (Johnson); "Vocational Assessment of Students with Disadvantages" (Nolte, Waechter); "Vocational Assessment of Persons with Severe and Profound Disabilities" (Shanahan); and "Results of 1992 Multi-Cultural Task Force Survey" (Nussbaum et al.). (YLB)

ED 364 723 CE 065 257

ED 364 740 CE 065 301

Cobble, Dorothy Sue, Ed.
Women and Unions: Forging a Partnership.
PUB DATE- 93
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adults; Collective Bargaining; *Employed Women; *Employer Employee Relationship; *Employment Practices; Females; Labor Force; Labor Legislation; Labor Relations; *Quality of Working Life; Union Members; *Unions; *Work Environment
IDENTIFIERS- Home Based Employment

This book contains the views of 40 contributors on women and unions, organized into 15 chapters on six topics: Closing the Wage Gap; Meeting Family Needs; Temporary and Part-Time Work: Opportunity or Danger?; Homework; Developing a Realistic Approach; New Directions in Organizing and Representing Women; and Female Leadership and Union Cultures: Feminizing the Labor Movement? Chapter titles and authors are as follows: "Introduction: Remaking Unions for the New Majority" (Cubble); "Unions and the Gender Wage Gap" (Hallock); "Roundtable on Pay Equity and Affirmative Action" (Hartmann, Ross, Steinberg, Bergmann, Padia); "Unions, Hard Hats, and Women Workers" (O'Farrell, Moore); Comments by Kim, Johnson, and Donald; "Family Policy: A Union Approach" (Cowell); "Bargaining for Work and Family Benefits" (York); Comments by Miller and Cook; "Union Responses to the Contingent Work Force" (Engberg); "Social Policy and Part-Time Work: Lessons from Western Europe" (duRivage, Jacobs); Comments by Martella and Nulty; "Organization or Prohibition: A Historical Perspective on Trade Unions and Homework" (Boris); "Clerical Homeworkers: Are They Organizable?" (Gerson); "Reevaluating Union Policy toward White-Collar Home-based Work" (Christensen); Comments by Herochik and Chamot; "Organizing Immigrant Women in New York's Chinatown: An Interview with Katie Quan" (Milkman); "Gender Differences in Grievance Processing and the Implications for Rethinking Shopfloor Practices" (Gwartney-Gibbs, Lach); "Organizing and Representing Clerical Workers: The Harvard Model" (Hurd); Comments by Busman, Govea, Josephs, and Roberts; "Putting It All Together: The Dilemmas of Rank-and-File Union Leaders" (Roby, Uttal); "The Route to the Top: Female Union Leaders and Union Policy" (Gray); and Comments by Fellner, Harriford, Neddleman, and Lynch. The book also includes references for each part (a total of 590 references), information about the contributors, and an index. (KC)

ED 364 741 CE 065 306

Asexual Plant Reproduction. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 33p.; For related documents, see CE 065 307-311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Learning Activities; Lesson Plans; *Plant Growth; *Plant Propagation; *Reproduction (Biology); Secondary Education

These lesson plans are intended for use in conducting classes on asexual plant reproduction. Presented first are an attention step/problem statement and a series of questions and answers how taxes evolve, understanding fairness issues, and understanding the impact of taxes. Other contents are as follows: glossary of tax terms, user's manual for diskettes, and addresses and telephone numbers for the Internal Revenue Service Taxpayer Education Coordinators, with ordering information. (YLB)

ED 364 760 CE 065 334

Kelly, Neil
Multiculturalism in the TAFE Paraprofessisonal Curriculum. Multicultural and Crosscultural Supplementation Program 1991 National Project.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Training; *Curriculum Development; Educational Discrimination; Educational Policy; Equal Education; Foreign Countries; *Multicultural Education; *Paraprofessional Personnel; Postsecondary Education; Program Development; Program Implementation; Racial Discrimination; Teacher Attitudes; *Technical Education
IDENTIFIERS- *Australia (Queensland)

A review identified how the paraprofessional curricula of Technical and Further Education, Training, and Employment Queensland (TAFE-TEQ) aligned with the objectives of the Multicultural and Crosscultural Supplementation Program (MACSP). (MACSP was a program of Australia's National Policy on Languages.) The study also explained the acceptance or nonacceptance of MACSP initiatives in those curricula. Those contacted displayed greatly varying attitudes: some respondents were ambivalent, some aware of the program, some antagonistic, others committed to multicultural objectives. TAFE representatives believed that MACSP's primary objectives were unlikely to be addressed in the real world. Although respondents claimed it required expertise to discern cultural characteristics, many said that the nature of the student and the workplace are taken into account when planning TAFE-TEQ programs. They generally believed that actively seeking advice from minority groups in the curriculum development process was too time consuming. The general response of mainstream programs to multicultural objectives amounted to expressions of interest with very few people attempting to describe the multicultural teaching practices or the nature of multicultural work practices in paraprofessional positions. Some participants at an inservice seminar on MACSP indicated they were neither convinced about nor committed to the agenda of multiculturalism. (Appendixes include a 43-item bibliography, notes on the methodology, and list of 97 current directories, bibliographies, guides, and literature reviews.) (YLB)

ED 364 761 CE 065 335

Dawe, Susan
National Client Follow-up Survey of Vocational Education Graduates. A Preliminary Report of the Pilot, 1993. A Statistical Report on Performance Measures.
SPONS. AGENCY- Australian Vocational Education, Employment and Training Advisory Committee, Canberra.
PUB DATE- Sep 93
NOTE- 81p.
LANGUAGE- English

transcription, simulation or office practicum, and keypunch competency for job entry. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 5 texts and 28 resource materials and sources completes the guide. (KC)

ED 364 779 CE 065 429

Skills for Independent Living (Senior 2). Interim Guide.
PUB DATE- 93
NOTE- 988p.; Nearly two-thirds of the document is printed on colored stock.
LANGUAGE- English
EDRS Price- MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Planning; *Classroom Techniques; Communication Skills; Course Content; *Daily Living Skills; Decision Making Skills; Educational Resources; Employment Potential; *Entrepreneurship; Exceptional Persons; Foreign Countries; High Schools; Job Application; Job Skills; Learning Activities; Learning Disabilities; Lesson Plans; *Money Management; Special Education; Student Evaluation; Teaching Methods; Time Management; Units of Study; Values Clarification
IDENTIFIERS- Manitoba

This curriculum guide was developed for the 110-hour, 1-credit course in independent living for high schools in Manitoba. The course includes components that emphasize the knowledge, skills, and behavior necessary for persons to make informed decisions, solve problems, and maximize their potential as individuals and as contributing members of their families and the community. The curriculum consists of seven units that cover the following topics: introduction (establishing a classroom environment), enterprise and innovation, learning skills, self-management, managing your resources, the world of work, and independent study. Unit contents are as follows: general information about the topics covered for the teacher, major objectives, minor objectives correlated with suggested student activities and teacher notes, and appendixes that include further information for the teacher, student activity sheets, and transparency masters. The curriculum guide also includes the following components: (1) a curriculum overview including a rationale, program goals, program objectives for each unit, scope and sequence, methodology, evaluation methods, and teacher characteristics; (2) information on working with students with special needs and with adult learners; and (3) teacher tools (suggested field trips and guest speaker activities, guidelines for working in small groups, unit planning with students, building classroom climate, the interdisciplinary approach, student projects, community resources, communication techniques, and a 16-item bibliography.) (KC)

ED 364 780 CE 065 430

Pautler, Albert J., Jr., Ed.
High School to Employment Transition: Contemporary Issues.
PUB DATE- 94
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; *Educational Needs; *Education Work Relationship; *Employment Opportunities; *Employment

learning needs met in the classroom. The study employed both quantitative and qualitative measures and involved 21 girls who self-selected to be in the course (treatment group) and 20 girls selected by the school administration who served as the control group. Both groups completed the Culture Free Self-Esteem Inventory prior to and on completion of the course instruction. Treatment group members were interviewed before and after treatment. Findings from the first stage of this ongoing study is limited to the background efforts resulting in the optional course offering and the pre-test or initial interview data from the treatment group. Early findings suggest that raising the awareness of women's issues with adults who work with young women is critical to improving the self-esteem of girls and to addressing girls' needs in the classroom. (NB)

ED 364 799 CG 025 119

Carruthers, William; And Others
All About Attendance. A Manual and Case Studies for Schools and Families.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.; North Carolina Governor's Crime Commission, Raleigh.
PUB DATE- Sep 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Attendance; Attendance Patterns; *Delinquency; Elementary Education; *Elementary School Students; *High Risk Students; *Prevention

Good school attendance has been directly linked to academic achievement, greater participation in school programs, and graduation from high school. Reports investigating poor elementary school attendance habits describe the emergence of later problems in middle and high school years. Schools and Families: Allies for Attendance, a 2-year project, was undertaken to improve attendance among elementary school children. The project was an early identification program designed to prevent the emergence of behavioral problems, academic failure, and possible delinquency among students exhibiting a pattern of poor school attendance. This manual describes the results of the project in a question-and-answer format. Chapter 1 outlines the history and law mandating school attendance. Chapter 2 provides a description of the grant. Chapter 3 is dedicated to project evaluation and data analysis. Chapter 4 lists the most effective practices in working with school personnel, parents, and children on issues of attendance. Chapter 5 provides case examples from the project. Some of the findings reported include the observations that as few as 15 absences per year, excused and unexcused together, may place a child at risk for developing poor attendance habits; that different reasons for poor attendance may be described which in turn relate to the type of intervention needed to remedy them; and that poor attendance and poor achievement are related. (Author/NB)

ED 364 800 CG 025 120

The Art of Working Together: A Guide to Interorganizational Coordination in the Community.
PUB DATE- 93
NOTE- 112p.

recruitment, training, and retention of school psychologists as well as for future research in the area. Instruction in strategies that enhance a sense of work-related personal accomplishment might help strengthen an individual's identification with school psychology and increase his/her motivation to advance the profession. The lower professional commitment of men coupled with their minority status in the profession suggest that it might be important to direct efforts toward recruiting men into school psychology and making the profession more attractive to them as a long-term career. (Author/NB)

ED 364 822 CG 025 149

Cohen, Elena; Ooms, Theodora
Data Integration and Evaluation: Essential Components of Family-Centered Systems Reform. Meeting Highlights and Background Briefing Report of the American Association for Marriage and Family Therapy Research and Education Foundation's Family Impact Seminar (Washington, D.C., September 17, 1993).
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Data Collection; *Delivery Systems; *Evaluation Methods; Evaluation Problems; Family (Sociological Unit); Human Services; Models; Program Evaluation; *Research Methodology; *Summative Evaluation

This briefing report on program evaluation notes that the new wave of family-centered, integrated services is forcing the field to rethink its methodology, and that the move towards outcome-driven reforms requires carefully defined outcomes and ways to measure them. Highlights of a seminar meeting held to explore these issues are included. The background briefing report itself begins with an introduction that stresses the need to reform patterns of delivering services to children and families. It asserts that creative approaches to evaluation must be developed and tested, and that improved and integrated data systems must be an integral part of improving service delivery. This report presents a broad framework for understanding the challenges involved with this reform. Its purpose is to share some preliminary thinking about what issues are, and about the kinds of data systems and evaluation studies needed to implement and assess new initiatives. Part I centers on program evaluation and the search for a new paradigm. It describes different evaluation approaches (microsimulation, experimentation and quasi-experimentation, qualitative evaluation) and their relevance to the new paradigm, and considers the additional approach of case studies. Part II discusses outcomes definition and measurement. Part III looks at information systems and data integration. Part IV considers the role of the federal government in data integration and evaluation. Part V presents examples of current research, data integration, and evaluation initiatives. Lists of guides and references are included. (NB)

ED 364 823 CG 025 151

Mount, Brian
Statistical Inference for the Admissions Officer.
PUB DATE- Oct 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National

curriculum) may help to identify the influences that affect students' conceptual change. Researchers in reading education should heed the call from science education researchers to conduct studies that include more multicultural samples and more longitudinal observations of students across grades. Expanding the focus and design of such studies in these ways offers the potential for developing effective instruction and for creating texts that are sensitive to individuals. Contains 27 references.) (RS)

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ED 364 842 CS 011 483

Kucan, Linda
Uncovering Cognitive Processes in Reading.
PUB DATE- 2 Dec 93
NOTE- 49p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Style; Elementary School Students; Grade 6; Intermediate Grades; *Metacognition; Middle Schools; Prior Learning; Protocol Analysis; *Reader Text Relationship; *Reading Processes; Reading Research
IDENTIFIERS- Middle School Students; West Virginia

A study analyzed think-aloud protocols to investigate and describe what readers who are developing proficiency do as they read. Subjects, three sixth-grade middle-school boys (with grade point averages of 3.0-3.5 on a 4-point scale) from a small West Virginia suburb, read aloud 16 text sections (from one to four sentences in length), thought aloud at the end of each section, and summarized the main points of the text after reading and thinking aloud. The think-aloud protocols were transcribed and segmented into reader-text interactions. Results indicated that: (1) John's predominant interaction with text was elaboration through recall of prior knowledge or experiences; (2) more than half of Curtis' interactions include question or question-related statements; and (3) Ben's verbal reports are quite sparse--all of his responses took the form of one-line statements. Findings suggest that all three subjects demonstrated individual and characteristic patterns of processing within a single text. Findings also suggest that thinking aloud can become an important aspect of learning environments that direct students to attend to the meaning or content of the text without instruction in specific skills by providing a way for both teachers and students to uncover cognitive processes in reading and by providing a context and a vocabulary for a meaningful instructional dialogue about those processes. (Four tables of data are included; 47 references and the think-aloud protocol are attached.) (RS)

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ED 364 843 CS 011 484

Bean, Thomas W.
A Constructivist View of Preservice Teachers' Attitudes toward Reading through Case Study Analysis of Autobiographies.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

children viewed book-reading as connected to play in a variety of unanticipated ways. Continued data analysis suggests that global descriptions of curriculum in terms of general activities provide only part of the answer to how curriculum is enacted. Microanalyses of the entire set of videotaped events at the book center demonstrated that: the teachers held an implicit view of school book reading that excluded play whether or not it was related to books, and frequently defined or attempted to redefine all modes of responding to books as analytic discourse. Findings suggest that: scholars stop studying literacy, reading, and writing as if they were universal, culture-free behaviors; increased professional attention should be paid to the linking of "kid-watching" to "teacher-watching"; and teachers should become consciously aware of unenvisioned aspects of their teaching. (Fifteen references and a description of methods of data analysis are attached.) (RS)

ED 364 861 CS 011 502

Field, James C.; Jardine, David W.
Whole Language as an Ecological Phenomenon: On Sustaining the Agonies of Innovative Language Arts Practices.
PUB DATE- Dec 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ecology; Educational Change; *Educational Trends; Elementary Education; *Language Arts; Metaphors; Reader Text Relationship; *Teacher Behavior; Teacher Student Relationship; Teaching Conditions; *Whole Language Approach
IDENTIFIERS- Ecological Paradigm

In the area of language instruction, a network of ecological relationships exists among the teacher, the child, and the text--the sustaining and nurturing of these relationships is at the heart of whole language instruction. Moreover, this network of relationships falls prey to neither of the unsustainable extremities of "gericentrism" (appealing to the authority of age, convention, or tradition) and "pedocentrism" (child-centered pedagogy). This notion of "ecological relationships" can be used as a metaphor to make possible a different reading of some controversies in the area of whole language instruction. Whole language is an attempt to reconnect language with the vitality of children's (and adults's) lives, experiences and imagination, and to reconnect this vitality to the grander texts and textures of the Earth. What whole language has to offer, and what it is up against, links up to deep-seated philosophical and epistemological and cultural tides and currents that must be unearthed if the living interconnections that have made whole language so attractive are to be nurtured. Whole language opens up the risk-laden task of paying attention to what is needed specifically, with this task of writing, and that moment of reading. Whole language makes teachers' lives more difficult and risk-laden, and makes their relations with language and with children more vibrant and full, more painful and more joyful. Whole language instruction, at its heart, is an attentiveness to signs of teachers' deep engagement with language. (Contains 24 references.) (RS)

ED 364 862 CS 011 503

Choice" is written in plain and vigorous standard English. Determining something about the language of honesty in "The Choice" is connected with pragmatics (the systematic relations between structures of text and context) in the reading process. The book functions as a model of how to read/study the text of America as a democratic experiment. The language of Yette's book refers ultimately to the deep structures of the struggle for "Lebensraum" in the United States. (RS)

ED 364 882 CS 214 116

Storla, Steven R.
Writing for Critical Thinking: Problem Solving and Information Transfer.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; College Students; *Critical Thinking; Higher Education; Information Transfer; *Problem Solving; *Thinking Skills; Visual Stimuli; Writing Assignments; Writing Instruction
IDENTIFIERS- *Writing Thinking Relationship

Two critical thinking activities (information transfer and problem solving) have been used effectively in the writing classroom with level 4 students in a four-level intensive English program. In the information transfer activity, students move from graphic stimuli to written texts. Student writers practice critical thinking by discussing data, reformulating it, and adding their own analysis. Advantages of this activity are that the material is visual, that it is open-ended, and that students get to work on explaining trends and fluctuations over time. The topic of instruction is first discussed in small groups, and then followed-up with whole class discussion, exploration of rhetorical options, and completion of a writing assignment. The second activity, problem solving, involves stories that reflect students' concerns, where some action to improve the situation is possible, but also one where there is some ambiguity. Topics for this activity can be generated by listening in class for themes that come up frequently, and by noting the challenges and difficulties students write about in their journals. Advantages of this activity include: experiencing connections of empathy; finding a balance; thinking logically; and arguing persuasively. The instructional sequence involves: introducing the topic; reading the story; exploring the story using a five-step questioning strategy; interviewing each other; discussing possible solutions; and writing an essay. (Eleven attachments provide graphs, topics, discussion questions, and activity sheets.) (RS)

ED 364 883 CS 214 119

Villanueva, Victor, Jr.
Demystifying the Jargon: The Language of the Left.
PUB DATE- 19 Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English

Challenge: Strategies for Success in Manitoba High Schools," this support document provides information for implementing Senior 1 and Senior 2 English Language Arts. Sections of the document provide information related to: curriculum; differentiating teaching and learning; time allotments; grouping students; course designations; Senior 3 and 4; and support to teachers. An illustration of classroom learning environments, a discussion paper on streaming (tracking or ability grouping), and 31 references are attached. (RS)

ED 364 902 CS 214 141

Kamler, Barbara
The Construction and Reconstruction of Gender in Classroom Discourse: Disciplining the Student Body.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Classroom Communication; Classroom Environment; Classroom Research; Discourse Analysis; Elementary School Students; Foreign Countries; Primary Education; Self Control; Sex Differences; *Sex Role; *Songs; *Student Behavior; *Teacher Behavior
IDENTIFIERS- Australia (Victoria); *Discourse Communities

A study analyzed the multiple purposes of songs in which children in early childhood classrooms sing and move their bodies to the lyrics, the discourses the songs mobilize, and the gendered positions the songs accomplish. Subjects, 28 students entering their first year in a suburban primary school in a large regional center in southern Victoria, Australia, were observed during their classroom and playground experience as part of a larger study. Close analysis of teacher talk, games, and song that took place during one morning was performed. Results indicated: (1) the purpose of the songs was "collective regulation," a gathering of attention, and an invitation to discontinue private conversation; (2) the songs regulated by targeting the children's bodies; (3) the songs were most often preceded and followed by teacher talk which regulated the body and provided guidelines to students on how to produce the right body; (4) bodily practices such as sitting became tied to pupil selection in gendered ways; (5) the children's game "Hands on Heads" was also transformed into a technology of regulation; and (6) while the teacher's discourse was remarkably free of gender positioning, she often acted unwittingly and against her own stated intentions. Findings suggest that the discourses of power which perpetuate gendered practice are not just to be found in language exchanges, but in practices enacted on and through bodies. (Four tables of data are included; 26 references are attached.) (RS)

ED 364 903 CS 214 143

Huck, Charlotte S.; And Others
Children's Literature in the Elementary School. Fifth Edition.
PUB DATE- 93
NOTE- 925p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Cultural Influences; Higher Education; Language Role; *Mass Media Effects; Mass Media Role; *Media Research; Research Methodology; Social Cognition; Speech Communication
IDENTIFIERS- Cultural Studies; *Media History; *Research Suggestions

Noting that studies of media, culture, and consciousness assert wide-ranging connections among the three, this paper proposes a research program for investigating the media-consciousness-cultural link. Sections I and II provide a brief review of orality-literacy theories and communication theories. Section III proposes five areas of media interaction with the social self: cultural structures; social discourse; images of the self; autonomy, and models of social behavior. Accompanying examples in the paper are drawn primarily from the United States. Section IV presents conclusions which suggest that the proposed exploration would demand a great deal of careful historical work and suggests looking at narrative themes and narrative styles in addition to the five previously discussed areas. (Contains 38 references.) (NH)

ED 364 923 CS 508 401

Fredricks, Randi; And Others
Communication Apprehension among Adult Children of Alcoholics.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; College Students; *Communication Apprehension; Communication Research; Comparative Analysis; Higher Education; *Individual Development; *Interpersonal Communication
IDENTIFIERS- *Adult Children of Alcoholics; Al Anon; California (North); *Communication Behavior

Noting that children of alcoholic parents come from home settings similar to those identified as potential sources of communication apprehension, a study compared communication apprehension scores of adult children of alcoholics (ACoA) with those of non-ACoAs. Subjects, 85 men and 109 women, were drawn from a local church, undergraduate and graduate classes at a northern California university, and northern California Al-Anon ACoA meetings. They ranged from 18 to 60 years of age, with a wide range of educational backgrounds. Each subject completed a questionnaire that consisted of two instruments: the Children of Alcoholics Screening Test (CAST) and McCroskey's Personal Report of Communication Apprehension Test (PRCA-24). Results indicated a strong relationship between ACoAs and CA except where subjects were involved in a group communication situation. Findings suggest that future research investigating communication and ACoAs is called for. (Two tables of data are included. Contains 21 references.) (NH)

ED 364 924 CS 508 402

the role of central government in educational affairs. The growing use of privatized educational services by affluent parents now provides the central government with an excuse to generate additional taxation and increase its intervention in educational management. Quasi-privatization, which does not replace the public sector with the private sector, leads to creation of a new sector--the mixed-economy sector in which private and public agencies collaborate and compete. Israel is currently experiencing the emergence of this third sector. Two tables are included. (LMI)

ED 364 943            EA 025 471

Conley, David T.
Evaluation of the Oregon Network: Educator Perceptions of Restructuring in Nine Schools.
PUB DATE- Dec 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Instructional Improvement; Learning Strategies; *School Restructuring; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- *Oregon

This paper presents findings of a study that examined educators' perceptions of restructuring in nine Oregon Network schools. These schools participated in a federal grant designed to help schools focus on the "central variables" of restructuring--learner outcomes, curriculum, instructional strategies, and assessment. Variables that enable restructuring include learning environment, time, technology, and school-community relations. A questionnaire was sent to four groups of educators at each of the nine schools. A total of 219 teachers, 15 other certified staff, 14 administrators, and an unidentified number of counselors responded. Findings regarding the effects of the project on teacher behavior and practices include the following: (1) There was a lag between teachers' adoption of an outcome-based philosophy and the alteration of instructional techniques; (2) schools that were most highly involved in the Network saw the greatest changes in the central variables; (3) there were few differences in teacher perceptions across age, gender, years in education, and years at the school; (4) schools with the highest amount of change in the central variables showed the greatest amount of change in their learning environments; (5) changes in the enabling variables require more consensus and group commitment to action; (6) network schools are successfully achieving a clear focus and are enhancing teachers' perceptions of efficacy; (7) the project offers a successful model that involved teachers in recreating their practices; and (8) much variation existed among the schools' perceptions of the project's effects. (LMI)

ED 364 944            EA 025 472

Kenney, Gordon E.; Butler, E. Dean
The Relationship between School Climate, PATS Program Participation, and Organizational Level.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 29-31, 1993).
LANGUAGE- English

Glickman, Carl D.
Renewing America's Schools: A Guide for School-Based Action.
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Democracy; *Educational Change; Educational Philosophy; Educational Policy; Educational Principles; Elementary Secondary Education; *Governance; Organizational Climate; School Effectiveness; *School Restructuring

This book describes the premises and practices of how schools become democratic, moral, and purposeful. The introduction describes the need for schools to reclarify their enduring purpose in a democratic society and provides an overview of the status of public education as quite different from most commission reports and media stories. Part 1 presents a three-dimensional framework for creating a moral and democratic school. Chapter 2 explores the first dimension, that of developing a school covenant based on core principles of teaching and learning. The third chapter explains the second dimension, which entails developing a charter for school decision making. Chapter 4 describes the third dimension, the critical-study process, which helps a school make informed decisions and assess student learning. Part 2 outlines the internal educational work of schools and the necessary policy changes, and concludes that school renewal should be viewed as an ongoing process. The fifth chapter describes the educational tasks that schools have within their control, and the sixth chapter focuses on internal issues. Chapter 7 raises questions about comparing current educational practices with optimal conditions of learning. Chapters 8 and 9 examine the school district's role in school renewal and the dilemmas encountered in school change. Chapter 10 concludes with a realistic portrayal of what school communities can achieve when renewal is a permanent condition of school life. Seven tables and four figures are included. Appendices contain a description of Foxfire core practices, a sample charter of democratic governance, the Peakview School Charter, and the Georgia Schools for the Future Program's policy statement. (LMI)

ED 364 964 EA 025 499

Sarason, Seymour B.
The Case for Change: Rethinking the Preparation of Educators.
PUB DATE- 93
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Educational Administration; *Educational Change; Elementary Secondary Education; Governance; Higher Education; Professional Education; *Teacher Education; *Teacher Education Programs

This book calls for a complete reconceptualization of preparatory programs for educators. It is based on the premise that change in the education of students must be preceded by a change in the education of their teachers. Longterm prevention through

IDENTIFIERS- Alachua County School District FL

This practicum paper describes a method for developing and implementing a student-discipline plan in a small, rural high school in north central Florida. The combined middle- and high-school is the poorest in the county. When corporal punishment was banned in the county and no alternatives were implemented, the number of suspensions increased. An analysis of discipline referrals and suspensions for 1989-1990 and 1990-91 revealed a large number of referrals for a small school and an increase in the number of out-of-school suspensions. A program was then implemented to increase parent, student, community, teacher, and administrator involvement in the formulation of discipline guidelines. Second, teacher guidelines for handling discipline problems were developed. The practicum intervention resulted in increased teacher involvement in the discipline process; greater communication between student and teacher, teacher and parent, and teacher and dean; increased parent participation; a reduction in the number of discipline referrals; and the introduction of an in-school detention program, which significantly decreased the number of out-of-school suspensions. Nine tables and three figures are included. Appendices contain the pre- and post-questionnaires and sample forms. (LMI)

ED 364 985 EA 025 530

Gaustad, Joan
Risk Management. ERIC Digest, Number 86.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; Decision Making; *Educational Finance; Educational Planning; Elementary Secondary Education; Legal Problems; Long Range Planning; *Management Systems; *Risk
IDENTIFIERS- ERIC Digests

The ordinary conduct of school business is accompanied today by risks that were rare or unknown a few decades ago. This ERIC Digest discusses how risk management, a concept long used by corporate decision makers, can help school boards and administrators conserve their districts' assets. Risk management is a coordinated effort to protect an organization's human, physical, and financial assets. The Digest describes how school districts can identify and evaluate risks and delineates various loss-control activities that help to reduce or eliminate risks. It also discusses the ways in which districts can finance unavoidable risks, usually through the purchase of insurance. Finally, the factors of an effective risk-management program are identified. (LMI)

ED 364 986 EA 025 532

The Annual Condition of Education Report. A Report on Elementary, Secondary and Community College Education.
PUB DATE- Nov 93
NOTE- 64p.; For the 1992 report, see ED 351 773.
LANGUAGE- English

1993. The stated purpose of the initiative was to enable parents to choose their children's schools. This document summarizes the provisions of the initiative, analyzes its policy and fiscal impact, and reviews supporting and opposing arguments. Legal issues and the roles of the legislature, school districts, and state board in implementation of the initiative are also examined. Proponents of the voucher initiative argue that it reduces the ills of monopoly; creates healthy competition; promotes economic equality; eliminates double payments (of tuition and taxes); reduces the burden on private schools; establishes a simple funding scheme; and encourages private innovation and diversity. Opponents charge that the initiative undermines the public school system; may discriminate in admission policies; provides inferior services in low-income areas; unfairly benefits the wealthy; facilitates state support for religious instruction; increases costs to an unknown degree; and does not assign administrative and fiscal accountability. Lists of supporters and opponents are included. (LMI)

ED 365 005          EA 025 558

George, Catherine
Beyond Retention. A Study of Retention Rates. Practices, and Successful Alternatives in California. Summary Report.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Elementary Secondary Education; *Grade Repetition; High Risk Students; Low Achievement; Remedial Programs; State Surveys; *Student Promotion
IDENTIFIERS- *California

This document reports findings of a California Department of Education (DOE) study that examined grade-retention practices in the state. Data were collected primarily through surveys of schools and school districts. Findings indicate that approximately 1 in 10 students spent an extra year in school before second grade during the 1988-89 school year. In kindergarten and first grade, the retention rates for African-Americans and Hispanics were up to double the rate for whites. The most common treatment for retained students was grade repetition. Despite research findings to the contrary, most educators believed that retention was effective. Many educators used Light's Retention Scale, an instrument that lacks reliability and validity in identifying students for retention. The following alternatives to retention are identified--dissemination of research, developmentally appropriate instruction, the Reading Recovery Program, other intervention programs, the Success for All Program, and structural changes (such as combination classes, year-round education, and ungraded schools). Several recommendations are offered to reduce the statewide retention rate: (1) School districts and schools should examine their policies and practices in light of current research; (2) school districts and schools should disseminate research on retention to elementary and middle school staffs; (3) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students; (4) school districts should monitor the differential effects of retention for different ethnic groups, non-English-speaking children, and boys and girls; and (5) the DOE and state legislature should provide support to school districts to implement early project for inclusive schools, Project LEARNS (Local Education for All in Regular Neighborhood Schools). The model proposes that students with severe disabilities be provided with a range of services and supports within regular classes rather than with a continuum of placements. The guidelines briefly address: (1) commitment to inclusion, (2) commitment to adequate and appropriate planning for inclusive schools, and (3) commitment to provision of improved educational and related services. (DB)

ED 365 027 EC 302 652

Re-Examining the Eligibility Determination Process. A Policy Forum To Examine Policy and Practices in Current and Alternative Eligibility Systems in Special Education (Washington, DC, May 3-4, 1993).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Eligibility; Evaluation Methods; Federal Aid; Federal Legislation; Intervention; *Special Education; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This report describes a forum to examine policy and practice in current and alternative eligibility systems in special education. It briefly explains the purpose and organization of the forum and outcomes. Outcomes include recommendations for action such as: linking of collaborative multidimensional assessments to intervention and practice, re-examination of the validity of assessment techniques, re-examination of state regulations regarding assessment techniques that are closely aligned with instruction, and changing the funding mechanism of the Individuals with Disabilities Education Act (IDEA) so that funding is based on total census rather than by individual disability. Most of the report consists of appendices, which include a list of forum participants; selections from IDEA pertaining to evaluation/assessment; the forum agenda; and issues identified, organized by cluster. (DB)

ED 365 028 EC 302 653

Fitzgerald, Martha
School Building Models for Educating Students with Disabilities in the Regular Education Environment. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 4 Dec 92
NOTE- 246p.; Appendixes B and C separately analyzed: see EC 302 654-655.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Consultation Programs; Cooperation; Cooperative Programs; *Disabilities; Educational Change; Educational Planning; *Educational Practices; Elementary Secondary Education; *Mainstreaming; Models; Participative Decision Making; Problem Solving; Professional Development; *Regular and Special Education Relationship; *Teamwork
IDENTIFIERS- *Teacher Collaboration

Sailor, Wayne; And Others
Policy Implications of Emergent Full Inclusion Models for the Education of Students with Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Cooperative Learning; *Educational Change; *Educational Policy; Elementary School Students; Elementary Secondary Education; Legal Responsibility; *Mainstreaming; Models; *Normalization (Disabilities); Peer Teaching; Regular and Special Education Relationship; School Restructuring; Secondary School Students; *Severe Disabilities; Social Integration; *Student Placement; Teaching Methods; Trend Analysis

This monograph examines the term "full inclusion" as it pertains to students with severe disabilities; reviews the historical, legal, and policy bases for various models and systems; and considers the implications for policy change of various aspects of full inclusion models. An introductory section identifies key principles of most full inclusion models, including: (1) "home school" placement, (2) natural proportion of disability at the school site, (3) zero-rejection/heterogeneous grouping, (4) age-appropriate and grade-appropriate classroom placements, (5) strong site-based coordination and management, and (6) use of cooperative learning and peer instructional models in the regular education system. The second section looks at the legal and policy basis for full inclusion models and considers such issues as educational goals for students with severe disabilities, extension of the inclusion principle to placement, the consequences of educational isolation, and the meaning of adult status. The third section discusses policy implications of each of the key principles of full inclusion models. The paper concludes that the leading edge of special education policy and programmatic reform for students with severe disabilities involves "full inclusion" models of school organization and the return of categorical programs to the regular school and classroom. A convergence of trends in both special and general education reform movements is seen. (Contains 80 references.) (DB)

ED 365 049 EC 302 674

Beckstead, S.; Goetz, L.
EASI 2 Social Interaction Scale, v.6.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Rating Scales; *Classroom Observation Techniques; Elementary Secondary Education; *Interaction Process Analysis; Mainstreaming; Peer Relationship; *Severe Disabilities; *Social Integration
IDENTIFIERS- *Educational Assessment of Social Interaction

This paper presents a scale to evaluate the social interactions between students with severe disabilities and nondisabled students in integrated settings. The Educational Assessment of outlined, along with evidence of their accomplishment. Findings of the project include: (1) the identification procedures that were developed significantly increased the number of disadvantaged rural gifted children being served; (2) project students performed significantly lower than traditionally identified gifted students on standardized intelligence, achievement, and verbal creativity tests both before and after the interventions; (3) project students did not differ from other students on nonverbal creativity tests, self-concept measures, or creative writing samples; (4) although educators support the principle of providing educational opportunities to disadvantaged children, they do not like the idea of using special selection procedures to identify children; and (5) regular classroom teachers are unlikely to provide curriculum modifications for integrated disadvantaged gifted students without assistance and reinforcement from a gifted education curriculum consultant. Lessons learned from implementing the project are reported. Appendixes contain demographic data for project school districts, representative case studies, a report of a telecommunications consultant, and a list of conference presentations made. (JDD)

ED 365 068            EC 302 693

Wolfberg, Pamela; Schuler, Adriana
A Case Illustration of the Impact of Peer Play on Symbolic Activity in Autism.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Blacks; Case Studies; Children; Cognitive Development; *Cognitive Processes; Dramatic Play; *Intervention; Outcomes of Treatment; Peer Relationship; Play; *Pretend Play; Qualitative Research; *Social Behavior
IDENTIFIERS- African Americans; Theory of Mind

This study presents a qualitative description of changes in social and symbolic behaviors in an African-American girl with autism over a period of 10 years (from age 5 to 15 years), with emphasis on ages 9 to 11. The primary purpose of the investigation was to elucidate the process ultimately leading to reciprocal social relations and symbolic representation, and to understand the context that supported this change. Dramatic changes were observed during the time she participated in a peer play intervention, including advances from isolated to socially coordinated play with peers; presymbolic to imaginative play activity; and parallel symbolic transformations in spoken language, written language, and drawing. The study concluded that reciprocity, communicative interaction, and symbolic imagery in play and related representational activity emerged when the child was provided with sufficient social support. The case study suggests that autistic children's awareness of other people's mental states and intentions may be enhanced through guided play experiences, and deficits in symbolic operations commonly ascribed to autism may be better explained as secondary to social isolation rather than as basic cognitive deficiencies. (Contains 11 references.) (JDD)

ED 365 069            EC 302 694

and tables provide detailed documentation. Sample findings from each of the four areas include: the majority of secondary school students with disabilities had cognitive learning problems; academic coursework dominated students' programs; there were strong gains in employment over time, so that 57 percent were competitively employed 3 to 5 years out of school; and gains in independence over time were not equally distributed across disability categories. (DB)

ED 365 087 EC 302 816

Marder, Camille; And Others
Services for Youth with Disabilities after Secondary School. A Special Topic Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling; Daily Living Skills; *Delivery Systems; *Disabilities; Educational Needs; Independent Living; Longitudinal Studies; *Needs Assessment; Occupational Therapy; Physical Therapy; *Rehabilitation; Secondary Education; Secondary School Students; *Services; Social Services; Vocational Rehabilitation; Young Adults
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report uses data from the National Longitudinal Transition Study of Special Education Students (NLTS) to look at the adult service experiences of young people with disabilities in their first 5 years after leaving secondary school. It focuses on five broad categories of service: (1) vocational assistance; (2) life skills training or occupational therapy; (3) help from a tutor, reader, or interpreter; (4) personal counseling or therapy; and (5) physical therapy or mobility training. The report also looks at the participation of youth in supervised living arrangements and programs in activity centers. Each of the five services is examined in terms of three concerns: the percentage of youth needing services and receiving them; characteristics of youth associated with the need for and receipt of services; and people providing the services. Then the report examines the frequency with which services were sought by/for youth but not received. The report concludes by examining possible associations between transition planning in secondary school and receipt of services after secondary school. A chapter discusses methodological issues, and an appendix details the procedure used to estimate standard errors. (Contains 30 references.) (DB)

ED 365 088 EC 302 817

Wagner, Mary; And Others
Beyond the Report Card: The Multiple Dimensions of Secondary School Performance of Students with Disabilities. A Report from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

Construction; *Testing Problems; Testing Programs; Test
Reliability; Test Validity

Language testing historians have tended to ignore a significant period in the evolution of language tests, the years 1883-1929. In the earliest years, testing focused on knowledge about, not of, the language and reflected the teaching of Latin and Greek more than that of living languages. Grammatical formalism and translation were emphasized, and standardized testing was in its infancy. While the first World War slowed the pace of educational research, military needs gave impetus to standardization. In the 1920s, the quality of educational research increased. The war and public school enrollments altered the pattern of foreign language study in the United States, motivating more screening and aptitude testing and increased standardization in vocabulary, translation, reading, and listening assessment. A major project in New York involved large-scale testing of secondary school students of French and redesign of a statewide examination. Results indicated significant problems in articulation and consistency of student progress. This and related testing research mark an important turning point in foreign language testing. The project produced 16 standardized foreign language tests of French, German, Spanish, and Italian. During the same period, standardized testing of speech skills was attempted. This era, largely ignored, should be acknowledged for its contributions. (MSE)

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ED 365 109 FL 021 656

Edwards, Mary D.
A Qualitative Analysis of a Preservice Second Language Teacher's Development.
PUB DATE- Dec 93
NOTE- 96p.; Master's Thesis, Memphis State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Secondary Education; French; Higher Education; *Language Teachers; *Participant Observation; *Personal Narratives; *Preservice Teacher Education; *Qualitative Research; *Teaching Experience
IDENTIFIERS- Preservice Teachers

Using qualitative inquiry, this study provided a descriptive autobiographical revelation of the various developmental experiences of a preservice French teacher. A major focus on the subjective aspects of the teacher candidate's development provided additional information concerning her mental and personal life and the influence they have on her development as an educator. Triangulation, or the inclusion of multiple methods and sources of data, was used to provide a more thorough and accurate analysis and interpretation of the results. A biographical sketch, transcripts, and test scores provided objective measures of the preservice teacher's development while coursework documents, a personal diary, and student teaching journal traced her subjective development. Data analysis revealed four distinct phases of development: formal language learning, pedagogical instruction, second language acquisition, and the student teaching experience. Recommendations and methodological reflections are offered. The author's coursework for academic credit in formal language learning, scores on the National Teacher Exams (NTE) Core Battery and Specialty Test in French, and coursework in the Master of Arts in Teaching (MAT) program are appended. (Contains 35 references.) (Author)

PUB DATE- 8 Dec 93
NOTE- 18p.; Paper presented at the International Conference on Maintenance and Loss of Minority Languages (Noordwijkerhout, The Netherlands, September 1-4, 1992) and at the International Association of Applied Linguistics World Congress (10th, Amsterdam, The Netherlands, August 8-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingualism; *Dutch; Educational Policy; Elementary Education; *Language Maintenance; Language Role; *Second Language Learning; Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Frisian; *Netherlands (Friesland)

A majority of the population of Friesland in the Netherlands can speak the Frisian language and over 90 percent can understand it. Frisian is spoken by 55 percent of the population but only 10 percent of the population claim to be fluent in writing Frisian. A brief review of the development of Frisian in education suggests that Frisian has a rather strong position in formal legislation in education. Further, the formulation of objectives hints at the direction of full bilingualism. However, the position of Frisian in daily practice is rather weak and the implementation of Frisian has not resulted in a strong position of Frisian in primary education. Analysis of class hours per week spent on other minority languages in Europe such as Catalan, Basque, and Welsh supports this point. A research project is described that investigated the command of Frisian and Dutch by both Frisian- and Dutch-speaking students. Data are presented concerning students' speaking, reading, comprehension, spelling, and composition abilities. Findings support two conclusions: (1) education in Frisian does not negatively influence the command of the Dutch language of either Frisian- or Dutch-speaking pupils in Friesland, and (2) the command of the Frisian language of both Frisian- and Dutch-speaking pupils is of a very low level at the end of primary school. (Contains 27 references.) (JP)

ED 365 132 FL 021 713

Prado-Olmos, Patricia L.; And Others
Students "DO" Process: Bilingual Students' Interactions in a Small Cooperative Reading Group.
SPONS. AGENCY- Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
PUB DATE- 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Students; *Cooperative Learning; Elementary School Students; English (Second Language); Grade 3; Interaction Process Analysis; Language Research; Primary Education; *Reading Comprehension; *Spanish Speaking; Videotape Recordings

The paper describes and examines the interaction of a group of Spanish readers engaged in a reading comprehension activity, specifically, the interaction as they put to paper an answer to a reading comprehension question. The study is a satellite study affiliated with an ongoing project examining the use of pregnancy, child care, and elder care. Employee-sponsored child care centers, parental leave, flextime, and employee assistance programs have all been demonstrated to reduce employee turnover. Companies may not want to conduct research on work-family issues because of its cost and complexity. Such research is valuable, however, because it can help identify the most effective responses to family-work issues/problems. Directions for future research on work-family issues include the following: interdisciplinary, holistic, comparative, longitudinal, interactive, and visionary research studies. (MN)

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ED 364 664          CE 065 119

Friedman, Dana E.; Johnson, Arlene A.
Strategies for Promoting a Work-Family Agenda. Report Number 973.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; *Change Strategies; Conflict Resolution; Corporate Education; Cultural Differences; Employer Employee Relationship; *Employment Practices; *Marketing; *Organizational Change; *Organizational Development; *Personnel Management; Program Development; Role Conflict; Sex Fairness
IDENTIFIERS- *Family Work Relationship

This document, which is intended to help individual managers and task forces committed to development of a work-family agenda, is based on recommendations of the Work and Family Research Council, which is composed of 35 advocates of work-family policies within U.S. firms. Basic strategies for promoting (marketing) work-family programs within different corporate cultures are reviewed, and ways of linking work-family issues to other corporate concerns are discussed. Four developmental stages in the creation of work and family policies and programs are proposed: getting initial support to investigate work-family problems and possible solutions; developing internal support for specific recommendations and policy options; maintaining support for the continuation of existing work-family policies and programs, and expanding work-family programs to create culture change. The document includes the following: strategies for developing and implementing "marketing plans" for each of the four stages; strategies for connecting work-family programs to other corporate objectives, including quality, managing diversity, gender equity, retention, and career development; and a discussion of the need for ongoing communications. (MN)

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ED 364 665          CE 065 120

Johnson, Arlene A.; Rose, Karol L.
The Emerging Role of the Work-Family Manager. Report Number 987.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Conflict Resolution; Emerging Occupations; Employer Employee Relationship; *Employment Opportunities; Employment Patterns; Employment Practices; *Employment Qualifications; Management Development; *Managerial

healthy, outgoing, enthusiastic, confident, caring teachers who know their subject matter, like working with students, and are able to deliver their course content effectively. Administrators are seeking teachers who will use contemporary teaching techniques such as decision making, problem solving, and simulations to instill traditional work values within their students. (Thirty-four figures are included, and the survey instrument is appended.) (MN)

ED 364 683 CE 065 167

Piotrkowski, Chaya S.; And Others
The Experience of Childbearing Women in the Workplace: The Impact of Family-Friendly Policies and Practices. Final Report.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Feb 93
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; *Employed Parents; Employed Women; Employer Employee Relationship; *Employment Patterns; *Employment Practices; Job Satisfaction; *Mothers; Personnel Management; *Personnel Policy; *Pregnancy; Quality of Working Life
IDENTIFIERS- *Family Work Relationship

Secondary analyses of data collected in the Mothers in the Workplace study examined how family-relevant workplace policies and practices may influence childbearing women's labor force participation during pregnancy and after childbirth. It focused on 2,375 women who held wage and salary jobs during pregnancy and 1,761 of these women who were reinterviewed following childbirth. Findings confirmed previous research: working in a low-wage job, working part-time, being in a nonprofessional/nonmanagerial occupation, being a relatively new hire, working for a smaller organization, and working a nonstandard shift each were independently associated with reduced access to family-friendly policies in the prenatal period, with respondent characteristics such as education controlled. Employers who offered health insurance and related benefits had more job-satisfied and productive employees who worked longer into pregnancy, reported reduced absenteeism, and planned to return to work sooner. Employers who offered time flexibility benefited in increased productivity, earlier planned return, and increased job satisfaction among pregnant employees. Women with job-protected leave, higher prenatal earnings, and greater flexibility in when they started and ended work were more likely to remain attached to the labor force and their prenatal employers. Flexible time policies and practices were central in mediating the relationship between social support at work and problems arranging child care, work to home interference, and job satisfaction. (Appendixes include lists of 38 references and 4 related reports, surveys, and data tables.) (YLB)

ED 364 684 CE 065 169

Midlife Women Speak Out: Assessing Job Training and The Status of Working Women: A Statistical Profile of Midlife Women Aged 35-54.
PUB DATE- Oct 93
NOTE- 28p.
LANGUAGE- English

Programs profiled include the following: cooperative education (14,000 students); internships (2,000 students); youth apprenticeships; career academies; tech prep; school-based enterprises; supervised occupational experiences (3,000 students); and vocational student organizations (80,000 students). Eight publications are listed for further information. (KC)

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ED 364 704 CE 065 198

Thorne, Judy; Fleenor, Julie
Profiles of the Adult Education Target Population. Information from the 1990 Census.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jul 93
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Adult Literacy; Adults; Age; Census Figures; Demography; *Dropout Characteristics; *Dropouts; *Educational Attainment; English; Ethnicity; *Individual Characteristics; *Language Proficiency; Poverty; Race; Sex; Tables (Data)
IDENTIFIERS- Census 1990; *Target Populations

This document consists of 6 figures and 67 tables that together present national, regional, and state profiles of those individuals aged 16 years and older who have not attained a high school diploma or equivalent and are not currently enrolled in school. Included in the tables are the following target population characteristics: number of years of school completed, ages, gender, English proficiency, status with regard to poverty level, and race and/or ethnicity. Also included are a description of the database on which the tables are based and glossary of terms used in the tables. Among the data presented are the following: more than 44 million adults (nearly 27% of the adult U.S. population) possess limited literacy capability; within the individual states, the percentage of adults in the target population for adult education ranges from 15% in Alaska to 37% in Mississippi; of the target population, 39% have completed 8 or fewer years of education and 10% have completed 4 or fewer years; English is the second language of 23% of the adult education target population; about one quarter of the target populations lives at or below the poverty level; and the target population is 67% White, 16% African American, 13% Hispanic, 2% Asian or Pacific Islander, and less than 2% other. (MN)

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ED 364 705 CE 065 209

Pals, Douglas A.; Slocombe, John W.
Supervised Occupational Experience Programs in Vocational Agriculture. Bulletin No. 705.
PUB DATE- Sep 89
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Educational Benefits; Employer Attitudes; High Schools; *Nontraditional Education; Parent Attitudes; *Program Effectiveness; Questionnaires; State Surveys; Student Attitudes; *Supervised Occupational Experience (Agriculture); Teacher Attitudes; *Vocational Education

Klercq, Jumbo, Ed.; Damen, Ulrich, Ed.
Europea Symposium. Education for Older Adults: A Mirror to Society = Europes Symposium. Educatie en Ouderen: Een Spiegelbeeld voor de Samenleving (Berg en Dal, The Netherlands, November 14-16, 1991).
PUB DATE- Nov 91
NOTE- 142p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Programs; Aging (Individuals); *Educational Change; Educational Cooperation; *Educational Needs; Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Health Promotion; *International Cooperation; Leisure Education; Lifelong Learning; *Networks; *Older Adults; Program Development; Role of Education
IDENTIFIERS- *Europe

The following papers and workshop presentations are included in these proceedings: "Grandparents and Grandchild" (Goezinne-Zijlmans, Hirsch); "Call for an Open Discussion among the Professional Educators" (Klercq); "Energetic But Marginal--Paradox and Promise" (ter Steege); "Integration of Older People within the System of Adult Education" (de Vries); "Education as a Life-time Task" (Hinnekint); "Learning by Entertainment" (Verbunt); "Educational, Professional, and Voluntary Activity" (Geissler); "Older Women and Education" (McGivney, Walker); "Education and Leisure" (Knopf); "Lifeskills and Health Promotion with Older People" (Chiva); "Life-Course, Developmental Tasks, and Education" (Eirmbter-Stolbrink); "Learning, Developing and Ageing in Late Modernity" (Jarvis); "Life-Course, Education as Orientation to Society" (van der Veen); "Why Do We Need a New Form of Education for Older Adults?" (Bogard); "Why We Need Education for Older Adults? Some Considerations" (Glendenning); "Look for the Treasure of Your Life" (Puype); and "Ideas on EEN European Education Network as a Network" (Venth). Other contents are as follows: a foreword, discussions of scenarios proposed in selected papers, small-group discussions, roundtable discussion, symposium summary and evaluation, list of new plans and contacts resulting from the symposium, and a list of participants' names and addresses. (MN)

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ED 364 724 CE 065 259

Duggar, Margaret Lynn; And Others
Intergenerational Programs: Weaving Hearts and Minds.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Age Differences; Age Groups; *Community Programs; Demonstration Programs; *Helping Relationship; *Human Services; *Intergenerational Programs; *Older Adults; Program Descriptions; State Programs; Youth
IDENTIFIERS- *Florida

This publication spotlights the success and diversity of Florida's many intergenerational programs. It describes what intergenerational programming is and the three community needs that intergenerational programs address. Statistics on older persons as well as youth and families in Florida are followed by a listing of what intergenerational programs can do. The designed to convey general information about asexual plant reproduction/propagation. The following topics are among those discussed: plant reproduction methods, advantages of asexual reproduction, seven types of asexual reproduction, environmental factors needed for taking cuttings, favorable conditions for taking cuttings, processes occurring when a stem cutting is made, and steps in taking successful cuttings. Also provided are the following: a glossary of pertinent scientific terms, four worksheets, answers to the worksheets, two quizzes, answers to the quizzes, eight overhead transparency masters, and lesson plans for conducting learning activities on making a propagation pot, propagating plants by stem cuttings, and checking and caring for cuttings. Each lesson plan includes some or all of the following: objective, list of equipment needed, student activity record sheet, and detailed steps for completing the activity. (MN)

ED 364 742 CE 065 307

Sexual Plant Reproduction. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 38p.; For related documents, see CE 065 306-311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Learning Activities; Lesson Plans; *Plant Growth; *Plant Propagation; *Reproduction (Biology); Secondary Education
IDENTIFIERS- *Germination; *Seeds

These lesson plans are intended for use in conducting classes on sexual plant reproduction. Presented first are an attention step/problem statement and a series of questions and answers designed to convey general information about sexual plant reproduction/propagation. The following topics are among those discussed: sexual and asexual plant propagation, seeds and seed parts, types of seeds, monocot and dicot seeds, germination, stages of germination, seedling parts, environmental conditions needed for germination, plant media, germination rate, planting depth, and the relationship between soil temperature and planting depth. Also provided are the following: a glossary of pertinent scientific terms, 3 worksheets, answers to the worksheets, a quiz and quiz answers, 14 overhead transparency masters, and lesson plans for teaching students to test seed for germination percentage and sow seeds. Each lesson plan includes an objective, list of equipment needed, student activity record sheet, and detailed steps for completing the activity. (MN)

ED 364 743 CE 065 308

Photosynthesis. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 35p.; For related documents, see CE 065 306-311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Learning Activities; Lesson Plans; *Light; *Metabolism; *Photosynthesis; *Plant Growth; Secondary Education

This lesson plan is intended for use in conducting classes on photosynthesis. Presented first are an attention step/problem statement and a series of questions and answers designed to

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Research; *Employment Patterns; Foreign Countries; Graduate Surveys; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Student Attitudes; Technical Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *TAFE (Australia)

This report describes a survey to quantify performance measures related to the national goals and objectives of Technical and Further Education, particularly those related to student satisfaction with course content, delivery, support services, financial support, and outcomes of training. This first national survey of vocational education graduates was mailed to 61,120 graduates in all states and territories of Australia at the end of April 1993; 25,330 responses were returned and analyzed. Respondents were predominantly 1992 graduates. The 16-page narrative portion of the report is followed by two chapters that provide the findings of the survey expressed in terms of the National Vocational Education and Training System national goals, objectives, and performance measures. These goals are included: improve the quality of outcomes of vocational education and training; opportunities and outcomes for individuals; the needs of industry; and equity. Chapter 4 contains the national findings. Chapter 5 presents findings for each state and territory. Appendix 1 contains the summary of results from the survey. Results are indicated on the survey form and are provided as the percentage of the total respondents. Findings indicated 86.5 percent of respondents were generally satisfied with the course; only 2 percent indicated dissatisfaction; 67.1 percent indicated they had paid work; and 29.8 percent indicated no paid work at that time. (YLB)

ED 364 762 CE 065 336

Hathaway, Sandy
Problem-Solving Skills for Office Supervisors.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; *Employment Interviews; Foreign Countries; Group Discussion; *Interpersonal Communication; Learning Activities; Meetings; *Office Management; *Office Occupations Education; Postsecondary Education; *Problem Solving; Secondary Education; Supervision; Supervisory Methods; Supervisory Training; Time Management
IDENTIFIERS- *Australia

This package contains a selection of exercises designed to facilitate learning of problem-solving/communication skills within the area of office supervision. It does not provide the learning material or lesson plans. Section 1 is an overview that explains the scope of the material, learning methods, use of the teaching package, teaching resources, and student assessment, including assessment criteria and performance standards. Section 2 contains all information for the exercises, which are divided into six groups. Each group of exercises is preceded by a statement of the learning outcomes for that group, which are all based on a common theme: (1) preparing and conducting meetings, (2) conducting interviews, Patterns; Employment Practices; *Employment Problems; High Risk Students; High School Graduates; Models; *Noncollege Bound Students; School Business Relationship; Secondary Education; Unemployment; Vocational Education

This book contains 24 articles discussing the transition to employment for noncollege-bound youths in the United States. The book is organized around four major themes: background, reviews of research on students' transition experiences, employers' needs, and government efforts; analysis of programs, including successful ones in western Europe and Canada; and suggestions for improving the transition process. The following articles are included: "Odyssey of the Transition from School to Work 1960-1990" (Barton); "Forgotten No More: The Contribution of the William T. Grant Foundation Commission Reports on Non-College Youth and the Transition from School to Employment" (Melaville); "Expectations for Entry-Level Workers: What Employers Say They Want" (Passmore); "The Educational Reform Movement and School-to-Employment Transition of Youth" (Greenan); "The National Longitudinal Studies: A Window on the School-to-Employment Transition" (Nichols); "Research Review of School-to-Employment Experience" (Silberman); "Experience of High School Graduates in Finding Employment" (Stevens): "The Effects of Part-Time Work Experience on High School Students" (Kablaoui, Pautler); "Non-College-Bound Urban Minority Youth: Issues of Transition" (Cochrane, Mattai, and Huddleston-Mattai); "Improving the School-to-Employment Transition with Lessons from Abroad" (Cheek, Campbell); "Transition Experiences of High School Students Planning to Attend College" (Cargill); "Transition Programming for Individuals from Special Populations" (Sarkees-Wircenski, Wircenski); "Firm Size: The Overlooked Variable in School-to-Employment Transition" (Gray); "The At-Risk Student and Vocational Education" (Hanson, DeRidder); "Special Problems for Rural Youth and Urban Youth in Transition" (West, Penkowsky); "Apprenticeship Training from a Provincial Perspective: Alberta" (Preitz); "A Proposal for Making Transition from Schooling to Employment an Important Component of Educational Reform" (Hoyt); "Improving the School-to-Employment Transition for the Forgotten Half" (Pautler); "Improving Transition Experiences" (Doty); "The Role of Guidance Counselors in Improving School-to-Employment Transition Experiences" (Kozinski); "Curriculum Considerations to Improve School-to-Employment Transition" (Pucel); "Partnerships in the School-to-Work Transition" (Pease, Copa); "New York State's Compact for Learning and Its Role in School-to-Employment Transition" (Marron); and "Career Information Sources for Curriculum Development, Guidance, Vocational Counseling, and Career Education" and "Major Occupational Curriculum Sources" (resource sections listing 218 books, articles, and sources for further information) (Doty). (KC)

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ED 364 781          CG 024 975

Johnston, Lloyd D.; And Others
Smoking, Drinking, and Illicit Drug Use among American Secondary School Students, College Students, and Young Adults, 1975-1991. Volume I: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 92
NOTE- 279p.; For volume 2, see CG 025 043.
LANGUAGE- English
EDRS Price-  MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Drug Abuse; Grade 8; Grade 10; Grade 12;

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Community Organizations; *Coordination; *Educational Improvement; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- Canada

"Vision for the Nineties...A Plan of Action" (1991) noted that, to achieve excellence in schools, school-based coordinated services needed to be enhanced by improving interdependent and interagency coordination. It was further noted that school jurisdictions needed assistance to improve the availability of a range of coordinated, school-based family and community services to enhance teaching and learning. An extensive study was conducted across Alberta in 1992 to examine how the province was faring in its efforts to improve interdepartment and interagency coordination. Study methodology included a literature review, a telephone survey of key informants such as planners and managers with experience in and responsibility for group coordination, a questionnaire sent to 135 interorganizational groups, and site visits made to 10 selected locations where projects were underway. This guide translates the findings of the study into implications and suggestions for practice. One section of the guide explains the study methodology and the instruments used. Other sections correspond to stages of group development: Before You Begin; Getting Started; Maintaining Momentum; and Looking Back, Planning Ahead. Relevant materials are appended, including a set of evaluation worksheets which can be duplicated for copies or overheads. The guide is intended as a tool for managers or staff who wish to coordinate activities among their own organization or agency and others with a similar interest, objective, or goal. (Author/NB)

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ED 364 801          CG 025 121

Sickmund, Melissa
Runaways in Juvenile Courts. OJJDP Update on Statistics.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Nov 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; Delinquency; Illegal Drug Use; *Juvenile Courts; *Juvenile Justice; *Runaways; *Youth Problems

The National Center for Juvenile Justice (NCJJ) analyzed records in the Center's National Juvenile Court Data Archive to examine how the juvenile courts handled runaway cases. NCJJ examined 40,000 records of runaway cases processed between 1985 and 1986 in 611 jurisdictions from 12 states representing about one-quarter of the U.S. youth population at risk. The results of this analysis are presented in this document. Highlights include the findings that: (1) each year juvenile courts handled close to three runaway cases for every 1,000 youth aged 10 through 17 living in their jurisdictions; (2) girls, whites, and youth 14 through 16 years old were more likely than other youth to be referred to court for running away; (3) medium-size

Association of College Admission Counselors (49th, Pittsburgh, PA, October 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admissions Officers; Higher Education; *Marketing; Recruitment; *Statistical Inference

This paper, presented at a conference of college admissions counselors, attempts to provide a brief overview of descriptive and inferential statistics for college admissions officers, in the hopes that it will encourage these admissions personnel to question assumptions more critically. The paper begins by defining statistics, specifically inferential statistics (the science of interpreting data to make predictions, estimates, or decisions). It goes on to explain why statistics are useful to college admissions officers. Variables are explained and the distinction between correlational and experimental research is discussed. The distinction between independent and dependent variables also is described. Measurement scales are discussed as they relate to different types of variables (nominal, ordinal, interval, and ratio). Relations between variables are explored and the importance of those relations is considered. Samples and populations are discussed. Basic features of relations between variables are examined, statistical significance is explained, and how levels of significance are calculated is discussed. Finally, a number of basic statistical terms are defined, including frequency tables, crosstabs, chi-square, correlations, testing for differences in means between independent samples, t-tests, multiple regression, and nonparametric statistics. The paper concludes with a brief section on computer-based statistics programs. (NB)

ED 364 824 CG 025 152

Mount, Brian
Preparing Alumni for Student Recruitment.
PUB DATE- Oct 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (49th, Pittsburgh, PA, October 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alumni; Higher Education; *Student Recruitment; Volunteers

As recruitment budgets continue to tighten and with fewer colleges reporting application increases for their freshmen classes, enrollment managers must continue to explore all potential sources of recruitment talent. Alumni are often an underutilized or sometimes poorly utilized resource in recruitment efforts. Younger alumni, for example, may find it difficult to contribute financially to the institution. These same young alumni may find the privilege of representing the college as a welcome opportunity to immediately give something back to their alma mater. This paper outlines some key steps in establishing and maintaining an effective alumni recruitment program. It emphasizes the importance of training volunteers and proposes an organizational framework for development of such a program. Those interested in establishing an effective alumni admissions program are encouraged to first develop a written strategic plan for specifically utilizing alumni in student recruitment. Resources that can help in developing this

DESCRIPTORS- Autobiographies; Case Studies; Constructivism (Learning); Content Area Reading; Elementary Secondary Education; Family Environment; Higher Education; *Reading Attitudes; Reading Research; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Hawaii; *Preservice Teachers

A study explored preservice teachers' attitudes toward reading through detailed case study analysis of their reading autobiographies. Subjects, 45 students in a required content area reading class in Hawaii, completed a reading autobiography assignment in which they considered their reading experiences from their earliest memory of being read to up to the present. Results indicated that: (1) 67% of the subjects had positive attitudes toward reading, 29% had mixed attitudes, and 4% had negative attitudes; (2) attitudes change over time and were highly individualistic; (3) positive reading experiences were found in rural, modest income families where English was a second language, and in similar settings where parents or other family members offered a positive model, read to children, and provided books in the home; (4) positive experiences occurred in upscale settings where many books were made available and a love of reading was modeled by parents; (5) positive and negative experiences occurred at various stages of reading development; and (6) negative experiences tended to be linked to family upheaval, reading aloud in front of class, book reports, and misuse of placement tests. Findings suggest that very direct methods in a content area reading course will be needed to expand future teachers' understanding of trade books and texts. (Contains 14 references). (RS)

ED 364 844 CS 011 485

McCormack, Rachel L.
What Shall We Say When the Teacher's Away? A Look at a Second Grade Peer Response Group.
PUB DATE- Dec 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Discussion (Teaching Technique); Elementary School Students; *Grade 2; Group Dynamics; *Peer Teaching; Primary Education; *Reader Response; Reading Research; Reading Strategies; *Small Group Instruction; Teacher Behavior
IDENTIFIERS- Response to Literature

A teacher-researcher observed the behaviors and discourse of second graders in a student-led literature discussion group. A group of five students who represented the predominantly white, rural/suburban middle class community in which they lived was studied. All 22 students participated in a unit on folk and fairy tales. The case study group, along with the other peer response groups in the classroom, discussed literature selections and were exposed daily to direct instruction in reading comprehension strategies. Data included teacher logs, memos, elaborated field notes, and transcriptions of student interviews and student-led discussion sessions. Results indicated that: (1) students in the case study group demonstrated characteristics of good readers in their discussions of folk tales; (2) the students also responded aesthetically to the literature; and (3) within the social structure of the small group the roles of the students were

Noll, Elizabeth
Teachers' Theoretical Beliefs and Practices: A Case Study of Literacy and Biliteracy in a Bilingual Classroom.
PUB DATE- Dec 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Case Studies; Classroom Research; Elementary School Teachers; Grade 6; Intermediate Grades; *Literacy; Participant Observation; Reading Research; Second Language Learning; *Teacher Attitudes; *Teacher Behavior; *Theory Practice Relationship; Whole Language Approach

A study examined how one sixth-grade teacher's theoretical beliefs about literacy and biliteracy were reflected in her instructional practices. The subject taught in an English-Spanish bilingual classroom in a public school located in a neighborhood of low- to middle-class families in a large, southwestern city. Data included field notes comprising two and a half months of participant observation of reading and writing activities, interviews, and examination of instructional materials and students' written work. Results indicated that: (1) the teacher described herself as a whole language teacher; (2) the teacher made references to the importance of joint decision-making in a whole language classroom and viewed herself as offering choices; (3) however, the choices were limited by her clearly specified guidelines; (4) the teacher believed in the importance of helping her students to become more responsible, but for her, responsibility had more to do with procedure than with content; (5) the teacher's belief that the four stages of second language development (listening, speaking, reading, and writing) are sequential contradicts descriptions of the "intertwined" processes of second language development among her students; and (6) the teacher does not plan to continue taking courses that would provide opportunities for her to reexamine her beliefs and practices. Findings suggest that, while the teacher has a clear understanding and well-grounded practice of whole language, her underlying beliefs and practices actually do not reflect a holistic view of children. language, and learning. (Contains 25 references.) (RS)

ED 364 863 CS 011 504

Murray, Bruce A.; And Others
Developing Phonological Awareness through Alphabet Books.
PUB DATE- 29 Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Black Students; Classroom Research; *Instructional Effectiveness; Low Income; Phoneme Grapheme Correspondence; Preschool Children; Preschool Education; *Reading Aloud to Others; Reading Research
IDENTIFIERS- African Americans; *Alphabet Books; Emergent Literacy; *Phonological Awareness; Print Awareness

A study examined whether reading alphabet books to prekindergarten children increased their awareness of sounds

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Higher Education; *Jargon; *Language Usage; *Marxian Analysis; Political Issues; *Rhetoric; *Scholarly Journals; *Thinking Skills
IDENTIFIERS- Critical Pedagogy; *Freire (Paulo)

Noting that words like "alienation," "ideology," and "hegemony" are cropping up in academic journals (particularly those journals that concern themselves with rhetoric) with more and more frequency, this paper explains some of the basic terms used by the political left. The paper notes that such terms tend to come up even in everyday speech, but the meanings in everyday speech are at some remove from their specialized web of meanings. The second part of the paper discusses how Paulo Freire uses several of the terms. Terms defined in the paper include: alienation, "conscientizacao," dialectic, existentialism, hegemony, idealism, ideology, materialism, metaphysics, praxis, problematic, reification, structuralism, thesis, antithesis, synthesis, and war of positions. As far as classroom application of these terms, the paper suggests that when teachers claim they are going to show students how to think, it can too easily mean what to think. The paper points out that Freire would have teachers show students that they can think. A glossary of the terms is attached. (RS)

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ED 364 884 CS 214 120

Kaminski, Rebecca A.; And Others
Students' Ability To Apply and Reflect on Organizational Structures Used in Composing.
PUB DATE- Dec 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discussion (Teaching Technique); Elementary School Students; Grade 4; *Instructional Effectiveness; Intermediate Grades; Thinking Skills; Writing Achievement; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Graphic Organizers

A study investigated the organizational processes accessed during the composing process by elementary student writers whose teachers had been instructed by the Project READ/Inquiring School Initiative at the University of Pittsburgh in helping children develop organizational structures. Subjects were 28 fourth-grade students in the experimental classroom and 27 students in a control classroom from an elementary school in an economically depressed area. Students in the experimental classroom wrote regularly and were accustomed to having their teacher use graphic structures that emphasized organization during prewriting activities to help them organize their thoughts prior to writing. Students in the control classroom were exposed to the use of visual organizers but with far less regularity than students in the experimental classroom. The teacher from the experimental classroom taught writing to both classes for two 90-minute periods on consecutive days. Writing samples form students and transcripts of interviews were analyzed. Results indicated that: (1) the number of students using higher levels of organization was greater in the experimental group than in the control group for all levels of

Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Class Activities; Elementary Education; Higher Education; Publishing Industry; Reader Response; *Reading Material Selection; Student Evaluation; *Teaching Methods
IDENTIFIERS- Trade Books

Intended for use in classes in children's literature at the preservice and graduate levels in education or English departments and in library schools in colleges and universities, this book provides a rationale and suggestions to teachers for planning and evaluating a literature-based curriculum. The three-part organization of the book emphasizes the triple focus of the text: the reader, the book, and teaching. Twelve new "teaching features" have been included in this edition of the book, and increased attention has been paid to literature that reflects varied cultures. Chapters in the book are: (1) Valuing Literature for Children; (2) Understanding Children's Response to Literature; (3) The Changing World of Children's Books; (4) Books to Begin on; (5) Picture Storybooks; (6) Traditional Literature; (7) Modern Fantasy; (8) Poetry; (9) Contemporary Realistic Fiction; (10) Historical Fiction and Biography; (11) Informational Books; (12) Planning the Literature Program; and (13) Extending and Evaluating Children's Understanding of Literature. (A list of children's book awards, an annotated list of book selection aids, and publishers' addresses are attached.) (RS)

ED 364 904 CS 214 144

Aiex, Patrick K.
Reflections on Science Fiction in Light of Today's Global Concerns.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Reading; *Futures (of Society); Higher Education; Humanities; *Literature Appreciation; *Moral Issues; *Science Fiction; Secondary Education; *Twentieth Century Literature
IDENTIFIERS- Classics (Literature); Controversial Topics; *Huxley (Aldous); *Response to Literature; Technology Utilization

Science fiction is a literary genre that can be used in humanities courses to discuss ideas, attitudes, ethics, morality, and the effects of science and technology on the world's population. One of the best examples of a "classic" science fiction novel which can provoke class discussion is Aldous Huxley's "Brave New World," written in 1932. In this novel the visionary Huxley addressed many of today's scientific and technological issues long before they manifested themselves. Huxley knew how to play on the human being's fear of dehumanization via the route of technology and rhetoric. In "Brave New World" all societal ills have been practically eliminated--it is a sad note that today's reality is, in many ways, worse than Huxley's fiction. The environmental depredation in the novel is better managed than in real life, and some ecological balance is maintained. In the real world of 1994, starvation, sectarian wars, overpopulation, and standardization of society are all problems. Sixty years ago Huxley issued a warning in the form of a disturbing yet entertaining story. (NKA)

Elmes-Crahall, Jane
Inter-Departmental Faculty Mentoring: Bridging Isolation in the Tenure Process at Small Colleges and Small Communications Departments.
PUB DATE- 21 Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993). For a related document, see CS 508 403.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Faculty College Relationship; Females; Higher Education; *Interprofessional Relationship; *Mentors; Organizational Climate; *Organizational Communication; *Tenure
IDENTIFIERS- *Wilkes University PA

Noting that a campus-wide faculty mentoring program begun by the Faculty Women's Caucus at Wilkes University has resulted in increased positive interaction between nontenured and tenured faculty, this paper traces the development of that program. Following an introduction, the first section of the paper discusses the changing organizational climate for faculty by providing data on Wilkes University--pointing out that Wilkes is a small school and that the Deapartment of Communication, the third largest in the school, has only six full-time faculty. The next section describes the rationale for the evolving pilot program in faculty mentoring, noting that in 1992-93 the Women's Caucus adopted a faculty mentoring program as one of their "action items." The final section provides a preliminary list of observations about faculty mentoring (a statistical assessment of the program will be completed sometime in 1994). Appendix A presents a Wilkes University Faculty Women's Caucus "Memorandum" which includes the following: (1) Rationale, (2) Goals of the FWC mentoring program, and (3) Implementation. Appendix B provides a Faculty Mentoring Program. Appendix C provides chapter 5 of "The Faculty and the University." (NH)

ED 364 925 CS 508 404

Sproule, J. Michael
Teaching Public Speaking as Public Life.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Debate; Higher Education; *Public Speaking; Student Needs; Textbook Research; Undergraduate Students
IDENTIFIERS- Historical Background; *Public Discourse; Public Interest; *Speech Communication Education

Claiming that discourse has atrophied in a social climate that provides little space for reasoned discussion of vital issues, this paper explores the role the general education course in public speaking has played in the past and the role this course could play in the future in the restoration of public space.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Organizational Climate; School Effectiveness
IDENTIFIERS- *Positive Attitudes in Tennessee Schools; *Tennessee

In 1987, a school-university collaborative project, Positive Attitudes in Tennessee Schools (PATS), was established to improve school-learning environments. This paper presents findings of a study that investigated the effect of school participation in PATS on school climate. A secondary focus was to determine which school-climate variables could predict differences between experienced and beginning PATS schools. Data were derived from the administration of the Tennessee School Climate Inventory (TSCI) to teachers at 92 Tennessee schools--51 elementary, 21 middle, and 20 senior high schools. No significant differences were found to exist between experienced and beginning schools. Elementary schools demonstrated more instructional improvement than did middle and senior high schools, regardless of project experience. TSCI dimensions of school climate were poor predictors of program experience level. Despite nonsignificant differences between experienced and beginner schools, overall net gains were observed for all dimensions. Data suggest that 61.5 percent of the schools could be expected to improve school-climate variables within 3 to 4 years and that only 38.5 percent could be expected to improve such variables within one year. A possible explanation for the apparent lack of significant improvement is the stability of the school-climate construct. (LMI)

ED 364 945 EA 025 473

Lester, Paula E.
Preparing Administrators for the Twenty-First Century.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Curriculum Design; Degree Requirements; Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; Interpersonal Relationship; Leadership Qualities; *Leadership Training
IDENTIFIERS- *New York

This paper presents findings of a study that asked administrators to identify the skills that administrative candidates should possess in the year 2000 and the administrator-preparation courses that universities should offer. Data were collected through telephone interviews that were conducted with a total of 80 Long Island, New York, administrators--15 superintendents, 12 assistant superintendents, 8 high school principals, 12 middle/junior high school principals, 10 elementary school principals, 11 high school assistant principals, and 12 junior high school assistant principals. Each group of administrators cited the need for interpersonal skills, and most of them mentioned the necessity of communication skills. All groups pointed to the importance of the preparation of teachers is advocated. This "primary prevention approach" is compared to medical research on debilitating disease. Just because a cure or solution is not immediately in sight, there is no reason to abandon the research and efforts designed to help arrive at a solution. Fifteen chapters examine the issues of power in schools, higher education, and governance to demonstrate that school reform is a complex problem with no quick-fix answer. Other topics include the development of an undergraduate teacher-education program for liberal arts colleges; a focus on teaching children, not subject matter; governance and the definition of resources; collegiality; the demonstration of subject relevance to students; the teacher-administrator relationship; and university pecking orders. Two figures are included. References and an index are included. (LMI)

ED 364 965 EA 025 500

Sergiovanni, Thomas J.
Moral Leadership: Getting to the Heart of School Improvement.
PUB DATE- 92
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; *Educational Improvement; Elementary Secondary Education; *Leadership; *Leadership Qualities; Leadership Styles; *Moral Values; Organizational Climate; Social Values

This book shows how creating a new leadership practice--one with a moral dimension based on purpose, values, and beliefs--can transform a school from an organization to a community. Chapter 1 critiques traditional views of leadership and presents an alternative view of leadership that expands its values. Chapter 2 examines what motivates and inspires teachers and principals and offers a perspective of motivation based on moral authority. The sources of authority for leadership are discussed in the third chapter. Chapter 4 discusses alternative norms for leadership that emerge when: (1) schools are transformed from organizations to communities; and (2) professionalism is viewed as a virtue as well as a statement of competence. The fifth chapter examines the potential for satisfaction that comes from the work of the school itself, and chapter 6 discusses developing followership and fostering self-management. Chapters 7 and 8 describe the importance of collegiality as a professional virtue and how to build a virtuous school through a covenant of shared values. A concept of leadership as stewardship is presented in the ninth chapter. The epilogue describes how these leadership practices can have negative outcomes if misapplied. Appendices contain examples from the Appleton School District (Wisconsin), the Peel Board of Education (Ontario), and Greensboro (North Carolina), and an article, "Reflections on a Democratic Structure for Leadership in New Schools." (LMI)

ED 364 966 EA 025 501

Kellaghan, Thomas; And Others
The Home Environment and School Learning: Promoting Parental Involvement in the Education of Children.
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *State Action; *State Programs; Statewide Planning
IDENTIFIERS- *Iowa

This publication provides a comprehensive view of kindergarten through community-college education in Iowa. It describes input indicators (which are somewhat fixed by outside constraints), process indicators (over which school districts have some control), and outcome indicators (which result from planned district programs). Information for 1993-94 is compared with the 1985-86 school year. Statewide initiatives implemented since 1985 include the Department of Education's 5-year plan, Renewing the Commitment; new standards for school accreditation; the Educational Excellence Program to improve teacher salaries and staff development; and increased exploration of interdistrict sharing. The first section describes Iowa's progress toward the six National Education Goals. The second section describes the status of elementary-secondary education in terms of student achievement, enrollment, staff, programs, and finance. Section 3 examines community colleges, and provides information on major initiatives, learner outcomes, enrollment, and programs. The last section offers an overview of major initiatives to ensure quality and expand educational opportunities. A total of 86 tables and 27 figures are included. (LMI)

ED 364 987 EA 025 533

Davare, David W.; And Others
Understanding School Finance: A Basic Guide for Pennsylvania School Directors. Revised.
PUB DATE- 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Accountability; *Accounting; *Budgets; *Educational Finance; Educational Planning; Elementary Secondary Education; Federal Aid; Financial Audits; Income; School District Spending; *School Funds; State Aid; *State Standards
IDENTIFIERS- *Pennsylvania

This book is designed to serve as a comprehensive resource on all aspects of school finance for Pennsylvania educators. Chapter 1 provides a historical overview of Pennsylvania school finance. The next three chapters examine the local, state, and federal sources of revenue. The fifth chapter explains the components of Pennsylvania's mandatory system of school-district accounting, and the sixth chapter describes financial management and planning. Chapters 7 and 8 examine developing a budget cycle and conducting district audits. The ninth chapter discusses fiscal administration--its roles, duties, and activities, and the final chapter offers a historical overview of distressed school districts. Appendices contain a bibliography, the Pennsylvania Public School Code of 1949, samples of policies, vital statistics on budget decisions, a sample budget review and analysis, guidelines for auditing student-activity funds, and a glossary. (LMI) intervention reading programs. Two figures are included. (LMI)

ED 365 006 EC 302 612

Three to Five Selective Screening Guide.
PUB DATE- Nov 90
NOTE- 130p.; "Selected Infant and Preschool Screening Tests" (p.17-23) and "Interagency Agreement: Outline for Roles and Responsibilities" (App. B, 20 pages) are virtually illegible and will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; At Risk Persons; *Disabilities; Disability Identification; *Eligibility; Evaluation Methods; Preschool Education; *Program Development; *Program Implementation; Referral; *Screening Tests; Staff Role; Student Evaluation
IDENTIFIERS- *Developmental Delays; *North Dakota

This guide outlines the process of screening preschool-age children in North Dakota to determine their need for special education services. As mass screenings were found to lack cost-effectiveness, selective screening is encouraged. A periodic selective screening process, using a coordinated, interagency approach, is recommended for the earliest possible identification of children with disabilities out of a population of at-risk children. A section on program planning addresses interagency team building, interagency agreements, screening eligibility criteria, role of various staff, public awareness, and screening program evaluation. Implementation of the screening program involves referral procedures, scheduling appointments, site arrangements, transportation arrangements, and screening activities. Follow-up procedures include record-keeping, correspondence, and data management. A question-and-answer section considers potential problem areas. A list of over 40 screening tools for identifying developmental delays in young children is provided. Appendices provide guidelines on writing interagency agreements and sample agreements, eligibility criteria, a developmental history form, and various other forms and support materials. (JDD)

ED 365 007 EC 302 632

Bigelow, Rita-Anne Z.
Developing and Implementing a Program To Improve School Success for Minority Students.
PUB DATE- 21 Mar 93
NOTE- 46p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ability Identification; *Academic Achievement; *Black Students; Cultural Differences; Educational Diagnosis; Elementary School Students; *Gifted; *High Risk Students; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Minority Groups; *Program Development; Program Implementation; Staff Development; Test Bias
IDENTIFIERS- Middle School Students; Westmoreland County School District VA

This practicum was designed and implemented to reduce the

This final report of the School Building Models for Educating Children with Disabilities in the Regular Education Environment project provides a conceptual framework and describes the problem solving-planning process which links school-wide collaboration, individual professional development, and inclusionary practices with shared responsibility for all students. The report discusses the research approach of the project including the five principal project phases (pre-intervention, intervention, technical assistance, data collection, and data analysis). It presents three case studies which describe the problem solving-planning process in action and the effects that the process had on inclusionary practices in the four participating schools, two elementary and two secondary. The report concludes with project findings and related recommendations for encouraging inclusionary practices in the regular classroom. The principal findings of the project include: the problem solving-planning process was effective in creating change in the schools; the process was adaptable to a variety of elementary and secondary settings; teachers increased their voice in determining how all students would learn in their schools; and teachers increased their peer leadership and teaming skills and sharing of professional expertise. The report emphasizes that the process of change takes time. Appendixes contain survey forms, a conference paper by Pamela J. Kay and others titled "Involving Special Educators in School Reform: The Development of Peer Leadership," and a conference paper by Amy V. Mellencamp titled "Making Connections through Voice: Teacher Receptivity to Change." (Contains approximately 85 references.) (JDD)

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ED 365 029 EC 302 654

Kay, Pamela J.; And Others
Involving Special Educators in School Reform: The Development of Peer Leadership. Appendix B.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Nov 92
NOTE- 33p.; In: Fitzgerald, Martha. School Building Models for Educating Students with Disabilities in the Regular Education Environment; see EC 302 653. Paper presented at the Conference of the Teacher Education Division of The Council for Exceptional Children (Cincinnati, OH, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Change; Elementary Secondary Education; *Interprofessional Relationship; *Leadership Qualities; *Peer Evaluation; Peer Relationship; *Regular and Special Education Relationship; *Self Evaluation (Individuals); Special Education Teachers; Teacher Attitudes; Teacher Role; Teachers
IDENTIFIERS- *Teacher Collaboration

This study looked at the critical elements of peer leadership exhibited by special and general educators in a school where the 21 teachers had the opportunity to develop a common language and knowledge base, to understand one another's beliefs about the children they teach, and to set common goals for their work. Analysis of peer leadership skills was based on self-ratings and peer nominations of the 6 special educators and 15 general educators. Results indicated that the special educators were perceived by their peers as more skilled than the general educators in five areas: group functioning, Social Interaction (EASI) was developed to be used with relatively little training but still be sensitive to the following major dimensions of interactions: (1) role (initiate/acknowledge); (2) purpose (social or task related); (3) topography (on task, no active participation, isolate, aggressive behavior); and (4) descriptive information (who/activity). A sample data collection sheet is provided and explained as is the scoring protocol, with examples given for each dimension. A sample completed data sheet is also provided and interpreted. (DB)

ED 365 050            EC 302 675

Sailor, Wayne; And Others
School Restructuring & Full Inclusion. Revision 5. Prepublication Copy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Curriculum Development; Delivery Systems; Educational Change; Educational Policy; Elementary Secondary Education; Individualized Instruction; *Mainstreaming; *Normalization (Disabilities); Peer Relationship; *Regular and Special Education Relationship; *School Restructuring; *Severe Mental Retardation; *Social Integration; Teamwork
IDENTIFIERS- Performance Based Evaluation

This monograph addresses the issue of full inclusion of children and youth with severe intellectual disabilities and whether this form of social and academic integration is consistent with the direction of present school reform policies. The first section examines the implications of current efforts in educational reform. A case study illustrates differences between integration and inclusion. Key elements of full inclusion are identified: (1) full general education class membership; (2) full perception of "ownership" by the general education program (including special education); (3) individual outcomes-based decision making; (4) student-based services with team curriculum design; and (5) site team coordination of services and educational support. Next, issues in education policy are discussed such as recent trends in general education policy and reform. The following critical variables in school restructuring are identified: curriculum revision, performance-based assessment, decentralized instruction, school autonomy, site-based management and budgeting, shared decision making, infusion and coordination of educational resources, and community involvement. Finally, the comprehensive local school is described as a framework for inclusion through delivery of a variety of special education services and through systematic team design of the individual's curriculum within the general curriculum. (Contains 87 references.) (DB)

ED 365 051            EC 302 676

Beckstead, Susan Porter; And Others
An Analysis of Student Outcomes Associated with Educational Programs Representing Full Inclusion and Special Class Models of Integration.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Kupper, Lisa, Ed.
Directory of Organizations.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132), Collected Works - Serials (022)
DESCRIPTORS- Agencies; *Disabilities; Early Intervention; Education Work Relationship; Financial Support; *Information Sources; Legal Responsibility; Minority Groups; *National Organizations; *Organizations (Groups); *Parent Associations; *Professional Associations; Special Education

This directory lists 96 organizations that provide information, services, and/or referral to parents, educators, persons with disabilities, and others concerned with disabilities. Organizations are grouped according to their primary emphasis, as follows: (1) general disability information; (2) information for families; (3) legal rights and information; (4) early intervention; (5) special education; (6) transition; (7) financial information and assistance; and (8) minority concerns. Each category also includes references to relevant organizations listed under a different category. Each listing provides a short description of the organization as well as name, address, and phone number/s. An index of organizations lists each organization in alphabetical order. (DB)

ED 365 070 EC 302 695

Wallace, Teri, Ed.; And Others
Employment. Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Cooperative Programs; *Disabilities; Educational Legislation; *Employment; Federal Legislation; Financial Support; Program Development; Program Effectiveness; Program Evaluation; Rural Areas; *Supported Employment; Transitional Programs; Trend Analysis; *Vocational Rehabilitation
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act Amendments 1992

This theme issue addresses current trends and new developments in ensuring that individuals with disabilities have meaningful employment opportunities, especially in the context of recent federal legislation. Stressed throughout is the importance of collaboration among professionals, individuals with disabilities, and family members in achieving employment goals. Major articles are as follows: "The Evolution of Supported Employment" (David R. Johnson and Darrell R. Lewis); "A Common Sense Approach to Meaningful Employment" (Michael Callahan); "Evaluating the Effectiveness of Supported Employment" (David R. Johnson et al.); "Collaboration, Creativity, and Creation: The Three C's for Rural Rehabilitation" (Randall Morris et al.); "Collaboration, Vision, Redefinition: The Transition to Work Project" (Maggie Hess); "Dakota: Quality Service through

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Attendance; Behavior Patterns; *Disabilities; Dropout Rate; Dropouts; Grade Point Average; Grades (Scholastic); High School Graduates; High Schools; High School Students; Longitudinal Studies; Secondary Education; Secondary School Students; *Student Behavior; Student Characteristics; Student Participation
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This report uses data from the National Longitudinal Transition Study of Special Education Students (NLTS) to examine four dimensions of school performance: (1) student engagement in their education, as measured by the average number of days of school missed in a year; (2) student learning, as indicated by their grade point averages, receipt of failing grades, and teacher-reported reading and mathematics grade levels; (3) in-class behavior, as measured by teacher reports of students' attention to educational tasks and the appropriateness of their behavior in class; and (4) school completion, as measured by whether students persisted in school or dropped out. After an overview chapter, Chapter 2 summarizes aspects of the NLTS data, sample, and analytic techniques. Chapter 3 presents descriptive information on secondary school performance. Chapter 4 discusses the hypothesized relationships between selected indicators of school performance and various characteristics of students with disabilities, their households, their school programs, and their school characteristics that are illustrated in the NLTS conceptual framework. The subsequent chapter presents the results of multivariate analyses that identify the relationships between selected performance indicators and factors hypothesized to contribute to them. The concluding chapter summarizes findings. Supplemental statistical tables are appended. References accompany each chapter. (DB)

ED 365 089 EC 302 831

Crosse, Scott B.; And Others
A Report on the Maltreatment of Children with Disabilities.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 92
NOTE- 168p.; Appendix D contains small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *At Risk Persons; Caseworker Approach; *Child Abuse; Child Neglect; *Disabilities; Etiology; *Incidence; Individual Characteristics; Inservice Education; Professional Education; Recordkeeping
IDENTIFIERS- Child Abuse and Neglect Reporting; Child Abuse Registries

This report summarizes available information on the incidence of child abuse among children with disabilities, relationships between child abuse and disability, and the incidence of disabilities resulting from child abuse or neglect. Much of the information in the report comes from data collected on 1,249 substantiated cases of maltreatment involving 1,834 children. Among major findings were: (1) the incidence of maltreatment among children with disabilities was 1.7 times higher than for children without disabilities; (2) for 47 percent of the maltreated children with disabilities, caseworkers reported that the disabilities directly led to or contributed to the

ED 365 110 FL 021 657

Kaminsky, Debra E.
Helping Elementary English as a Second Language Students To Become Independent Learners by Improving Their Reading Strategies.
PUB DATE- 93
NOTE- 48p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Elementary Education; Elementary School Students; *English (Second Language); *Parent Influence; *Parent Role; Reading Aloud to Others; Reading Attitudes; *Reading Habits; Recreational Reading; Role Models; *Student Motivation

This practicum was designed to address the need for the intermediate and upper grade level English as a Second Language (ESL) students to become independent learners in the literacy process. The subjects, 13 boys and 3 girls from Pakistan, Philippines, Jordan, Israel, Korea, Turkey, and Thailand were dependent on the teacher when they had difficulty with words and had poor self-confidence in their learning strategies. The author met with the subjects' parents to discuss ways to encourage the children to become independent learners in the literacy process. Students wrote reactions in literature logs to books they read and used a self-monitoring approach to reading and thinking. A group list of new vocabulary words from a basal reading selection was designed by the students to define meaning using the context of the material. By keeping a portfolio, students were involved in the assessment of their own writing. Results of the study showed that students learned to use the context of the reading material, dictionary, or encyclopedia to determine the correct spelling or meaning of a word. They became familiar with many books written in English and had more self-confidence in their learning strategies in the literacy process. More time was spent at home studying than on watching television. A reading strategies questionnaire, use of time questionnaire, and title recognition test are appended. (Contains 28 references.) (JP)

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ED 365 111 FL 021 663

Campbell, Stuart; And Others
Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 1, Arabic.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 93
NOTE- 124p.; For related documents, see FL 021 664-666. Volumes 5-9 not yet in print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Arabic; *Bilingual Education; Course Descriptions; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; Language Attitudes; Language Maintenance; Modern Language Curriculum; *Second Language Learning; Second Language Programs; *Second Languages; Surveys; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *Australia

This work is one in a series that focuses on nine languages

cooperative learning in elementary bilingual classrooms. The ongoing project is exploring the implementation of an elementary reading program called Cooperative Integrated Reading and Composition with Bilingual Students. As part of this larger study, cooperative reading activities were systematically videotaped. For the purpose of this paper, a 6-minute segment with four spanish-speaking third grade students was identified, transcribed, and analyzed in order to explore the questions outlined. The questions guiding this research include the following: How do language minority students, working in a cooperative learning group, "do" answering reading comprehension questions?; What conversational work do students engage in when answering reading comprehension questions?; What resources are employed in responding to reading comprehension questions?; and What happens when a student's response is tagged as incorrect by other members of the group? A summary of the story read is given along with the transcription and analysis of the interactions. (Author/AB)

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ED 365 133 FL 021 715

Elementary and Secondary Education Act (ESEA) Title VII Programs in New York State, 1992-93.
PUB DATE- 93
NOTE- 39p.; For 1991-92 Report, see ED 351 884.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; *Educational Legislation; Elementary Secondary Education; *English (Second Language); Family Programs; Financial Support; Literacy Education; Second Languages; Transitional Programs
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York

This publication is a comprehensive listing of 1992-93 funded bilingual education projects by district, number of pupils in the program, grade level, language or type of program, grant amount awarded, and project director or contact person. The following programs are included: (1) transitional bilingual education programs, (2) special alternative instructional programs, (3) developmental bilingual education programs, (4) special populations programs, (5) academic excellence programs, (6) family English literacy programs, (7) short-term training programs, (8) fellowship programs, and (9) educational personnel training programs. (JP)

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ED 365 134 FL 021 716

Cazden, Courtney B.
Immersing, Revealing, and Telling: A Continuum from Implicit to Explicit Teaching.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 93
NOTE- 25p.; Plenary Address to the International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 24-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary School Students; Higher Education; *Language Acquisition; *Linguistic Theory; *Literacy Education; Phonemes; Primary Education; *Second Language Learning; *Teacher Education; Written Language

Occupations; *Personnel Management; Role Conflict
IDENTIFIERS- *Family Work Relationship

The definition and structure of the relatively new job of work-family manager and the qualifications and career opportunities of individuals holding the job were explored in a study. Information was gathered from focus group discussions of 32 work-family managers, 68 completed responses to a 1991 survey of a sample of 116 work-family managers, a survey of 32 companies, and telephone interviews of a random sample of 18 executives to whom work-family managers report. The research established that the appointment of work-family managers is usually an outgrowth of needs assessment and program development, the primary responsibilities of the job are programmatic (issues analysis, policy design, and program implementation), the primary customers of work-family managers are management and employees, and the job may be structured as a full- or part-time position. Incumbents in the position have diverse educational and job experiences; however, management experience predominates as a qualifying criterion, and strong communication and interpersonal skills are required for the influencing, negotiating, and spokesperson aspects of the job. The number of work-family managers will likely increase in the next few years, and their responsibilities will likely shift from program development to organizational development. (Appended are job descriptions for work-family management positions at four U.S. corporations.) (MN)

ED 364 666 CE 065 121

Alster, Judith, Ed.; And Others
In Diversity Is Strength: Capitalizing on the New Work Force. 75th Anniversary Symposia Series. Report Number 994.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Corporate Education; *Cultural Differences; *Cultural Pluralism; Demography; Diversity (Institutional); *Economic Impact; Employer Employee Relationship; *Employment Practices; Labor Force; *Labor Force Development; Management Development; *Organizational Development; Personnel Management; Private Sector

This document, which is based on a symposium devoted to capitalizing on the new work force, contains five reports describing how major U.S. corporations are dealing with the demographic changes currently under way in the United States. "Whither the Work Force?" (Delores Wolf) discusses the proper role of corporations in coping with a lack of resources. The way Allstate Insurance uses the strength of diversity to benefit its business is described in "Managing Diversity: A Full-Time, Top-down Commitment" (Wayne E. Hedien). "Making Sure Diversity Works at US WEST" (Richard D. McCormick) expresses the opinion that some companies (and executives) must be prodded into appreciating diversity. "Turning Diversity Into Opportunity," (Lawrence Perlman) describes how a more culturally diverse work force enhanced the company's transition from production to service. Various business developments inhibiting and facilitating diversity are examined in "Will Diversity Win?" (Charles Handy). Also included is a brief question-and-answer exchange in which four of the symposium participants share their views on diversity and management. (MN)

ED 364 667 CE 065 143

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults (30 to 45); *Employed Women; *Employment Problems; Employment Services; Federal Programs; *Individual Characteristics; *Individual Needs; *Job Training; *Middle Aged Adults; Program Effectiveness; Tables (Data)
IDENTIFIERS- Job Training Partnership Act 1982

The Department of Labor Women's Bureau held 20 roundtable discussions and 4 public hearings in 1991 and 1992 to assess the success of government training and job assistance programs in meeting the needs of midlife women. During the discussions and hearings, more than 500 women between the ages of 35 and 54 shared their personal experiences, and front-line program workers and advocates provided testimony. Deficiencies in existing Job Training Partnership Act programs were identified along with general barriers to work and training encountered by many midlife women. Recommendations for eliminating the identified program deficiencies and barriers to employment and training were compiled directly from the testimony. According to the testimony, the typical midlife woman in today's workplace is a high school graduate with some college, lives in a metropolitan area with her husband and at least one child under the age of 19, works full time in a traditionally female occupation, earns more than both older and younger women in the work force, is at greatly increased risk of falling below the poverty threshold if she is the primary support of her family, and is fully insured by social security but not covered by an employer-financed pension or retirement. (Contains 19 tables.) (MN)

ED 364 685 CE 065 171

Brookes, Toby, Comp.
Training Materials in Aging. An Annotated International Bibliography.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Day Care; Adult Education; *Aging (Individuals); Annotated Bibliographies; Community Services; Females; *Health Promotion; *Instructional Materials; *Intergenerational Programs; Job Training; Long Term Care; *Older Adults; *Program Descriptions; Residential Care; Respite Care; Retirement; Training; Volunteers

This bibliography lists training programs and training materials, both print and audiovisual, related to aging irrespective of the source of language used. Materials emanate from Australia, Canada, Chile, Israel, New Zealand, Norway, the former Soviet Union, Thailand, the United Kingdom, and the United States as well as from several international organizations: the International Labor Organization, HelpAge International, and the International Federation on Ageing. The volume is organized into 11 sections according to subject matter: general training, community services, health, caregiving, institutional care, intergenerational programs, voluntarism, religion, employment, life course planning/retirement planning, and women. In a number of cases, a training program could have fit under more than one subject category, but it is placed in what was felt to be the most appropriate category with cross-references provided. The bulk of the volume is devoted to the description of training programs that are listed alphabetically within each section or subsection. Programs using only written materials

IDENTIFIERS- *Idaho

A 1985 study examined the quality and quantity of Idaho supervised occupational experience (SOE) programs as perceived by a sample of 38 instructors and 1,198 students who returned questionnaires sent to all vocational agriculture students and teachers throughout the state. Data on the value of SOE as perceived by parents, employers, and vocational agriculture instructors were also collected. Eighty percent of the responding students had conducted an SOE program within the previous 12 months. Livestock programs were the most popular, and facilities and past experience were cited as the most important factors influencing program participation/selection. The vocational agriculture instructors indicated strong school district support for SOE programs; 97.4% were provided with extended contracts. According to the students, the biggest benefits of SOE are development of behavioral attitudes, values, and human relations skills. Parents, employers, and vocational agriculture instructors all considered SOE beneficial to vocational agriculture students; however, the three groups had significantly different ratings for 27 of the 30 benefits rated. A 1987 pilot study of a nontraditional SOE concept indicated that the nontraditional approach improves student attitudes toward SOE only slightly. (Contains 12 references.) (MN)

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ED 364 706 CE 065 211

Araji, A. A.
The Benefits of Investments in the University of Idaho College of Agriculture Research and Extension Programs. Bulletin No. 720.
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *College Programs; *Cost Effectiveness; Economic Impact; *Extension Education; Higher Education; Investment; Program Effectiveness; *Research Projects; Resource Allocation; *Rural Extension
IDENTIFIERS- *University of Idaho

A study examined the benefits of investments in the University of Idaho College of Agriculture (UICA) research and extension programs. Data were collected from personal interviews conducted in fiscal year 1986-87 with all principal investigators, co-researchers, and Cooperative Extension Service (CES) subject matter specialists involved in funded research projects in the Idaho Agricultural Experiment Station. It was discovered that UICA research and extension specialists' resources are allocated as follows: 5.1% to services demanded by the public and private sectors, 40.3% to maintenance of the production level achieved by past research, 37.6% to applied research, and 17.0% to long-term basic research. The value of the flow of benefits expected from investment in total research and extension programs was estimated at $881.96 million (excluding the estimated benefits from services rendered by the UICA or the potential benefits from CES consumer- and/or youth-oriented programs). The programs' benefit-cost ratio was calculated at 8.18, and the internal rate of return to total investments in research and extension was calculated at 23.39%. It was estimated that, without CES efforts to identify problems and help research personnel find solutions and implement results, 45% of the benefits from maintenance and applied research cannot be realized. (MN) challenge of bringing people together to support each other, to learn, and to share learning experiences is set forth. Eight programs that represent a sample of some of Florida's intergenerational activities are profiled. They reflect diversity in scope of the programming, administrative complexity, and funding sources. Each program profile consists of some or all of these components: name of intergenerational program, agency, address, contact person, telephone number, program description, year program began, goals, program strengths and weaknesses, hours of service provided per month, special events/projects, materials developed, and comments. These programs are included: Academy of Senior Professionals at Eckerd College, Rainbow Intergenerational Child Care, School Mentors, My Favorite Older Person Essay Contest, Bridge Building, Hands Across the Ages, Sunshine Singers Intergenerational Chorus, The Silver Liners, Foster Grandparent Programs, and Rockin' Readers. Information on how to get involved is provided. (YLB)

ED 364 725            CE 065 268

Norton, Robert E.
Improving Training Quality by Avoiding the "What Errors" of Curriculum Development.
PUB DATE- Dec 93
NOTE- 7p.; Paper presented at the DACUM Invitational Seminar at the American Vocational Association Convention (Nashville, TN, December 1-2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; *Curriculum Development; Instructional Development; Job Analysis; *Models; Secondary Education; *Systems Approach; Task Analysis; *Vocational Education
IDENTIFIERS- *DACUM Process; *Systematic Curriculum and Instructional Develop

Curriculum developers must work hard to avoid the "what errors" of curriculum development. They must avoid failing to teach what should be taught and teaching what is no longer relevant and needed. Curriculum "what errors" are likely to occur when teachers design courses so as to teach what they know best, what they were taught, what they enjoy teaching, what they have had experience with, what available textbooks happen to include, what an occupational analysis done elsewhere includes, and what a 3- to 5-year-old occupational analysis includes. "What errors" can be avoided by using the Systematic Curriculum and Instruction Development (SCID) model. The major components of the SCID model are as follows: conduct a needs analysis, conduct a job analysis, conduct a task verification, select tasks for training, conduct a standard task analysis, and conduct a literacy task analysis. The efficient front-end analysis (job and task analysis) included in the SCID model makes it possible to avoid the "what errors" of curriculum development and design a high-quality training and/or educational program that can improve students'/employees' chances for job success and companies' profitability. (MN)

ED 364 726            CE 065 275

convey general information about photosynthesis. The following topics are among those discussed: the photosynthesis process and its importance, the organisms that can conduct photosynthesis, items needed for photosynthesis and factors that affect photosynthesis rate, the way plants receive nutrients, the importance of the plant leaf during photosynthesis, plant leaf components and their function, factors conducive to photosynthesis, the chemical formula for photosynthesis, and the steps of energy production during photosynthesis. Also provided are the following: a glossary of pertinent scientific terms, 4 worksheets, answers to the worksheets, 2 quizzes, answers to the quizzes, 12 overhead transparency masters, and a lesson plan for teaching students to compare plants growing at different levels of light. Included in the lesson plan are an objective, list of equipment needed, detailed steps for completing the activity, and student activity record sheet. (MN)

ED 364 744 CE 065 309

Plant ID. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 33p.; For related documents, see CE 065 306-311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Classification; Learning Activities; Lesson Plans; *Plant Growth; *Plant Identification; *Plants (Botany); Secondary Education

This lesson plan is intended for use in conducting classes on plant identification. Presented first are a series of questions and answers designed to convey general information about the scientific classification of plants. The following topics are among those discussed: main types of plants; categories of vascular plants; gymnosperms and angiosperms; dicots; monocots; plant families; and classification of plants by their parts (leaves, stems, flowers, seeds, and roots), life cycle, and/or hardiness. Also provided are the following: a glossary of pertinent scientific terms, four worksheets, answers to the worksheets, a quiz and quiz answers, six overhead transparency masters, and a lesson plan for teaching students to identify 10 plants. Included in the lesson plan are an objective, list of equipment needed, detailed steps for completing the activity, and student activity record sheet. (MN)

ED 364 745 CE 065 310

Plant Tissues. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 31p.; For related documents, see CE 065 306-311.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Learning Activities; Lesson Plans; Minerals; *Plant Growth; *Plants (Botany); Secondary Education; Water

This lesson plan is intended for use in conducting classes on plant tissues. Presented first are an attention step and a series of questions and answers designed to convey general information about plant tissues and the effect of water and minerals on them. The following topics are among those

(3) negotiating and dealing with conflict, (4) work planning, (5) presenting information, and (6) discussing issues related to people in the workplace in small groups. The first three groups each contain three exercises, the next two contain two exercises, and the final group has one exercise. The information for each exercise consists of the exercise or task; teacher's instructions for administration of the exercise; questions for discussion; time allowed for (each part of) the exercise; model answer; and assessment criteria and performance standards. Section 3 contains the exercises presented separately, with instructions, in a format suitable for reproduction for student use. A self-assessment/peer assessment form is also provided. (YLB)

ED 364 763          CE 065 337

Some Current Research Issues. Papers Presented at the TAFE Senior Executives' Conference (October 8, 1993).
PUB DATE- Oct 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; Competency Based Education; Educational Cooperation; *Educational Policy; *Educational Research; Foreign Countries; Open Education; *Policy Formation; Postsecondary Education; Private Schools; *Research Needs; *Research Utilization; Student Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *Australia

These five papers prepared for the annual Technical and Further Education (TAFE) Senior Executives' Conference emphasize policy implications. "Does Research Influence Policy?" (W. Hall) makes the point that some important policy decisions have been taken on nonexistent or flimsy research evidence. The next four papers are research summaries that deal with research completed, current research, and research needed in four areas. Policy implications are given and a list of references is provided. "School/TAFE Interface" (W. Hall) focuses on school/TAFE cooperation research and reports a plethora of reports, a great deal of opinion, and completed research, some of which has policy implications. "Current Research Issues in Competency-Based Assessment" (P. Thomson) addresses two issues where advocates may be most vulnerable: (1) the relationship between competency-based assessment and learning; and (2) assessors, assessor training, and recognition of prior learning. "Flexible Delivery" (D. Lundberg) proposes that education and training policy on flexible delivery should relate to fundamental research on learning or cognitive styles and applied research and development on techniques. "Non-TAFE or Private Providers" (D. Lundberg) suggests areas in which further work might be useful to inform policy development and implementation: types of courses provided to what types of students by what types of providers; operational arrangements of private providers; and quality assurance arrangements for vocational education. (YLB)

ED 364 764          CE 065 338

Robinson, P.
Teachers Facing Change. A Small-Scale Study of Teachers Working with Competency-Based Training.
PUB DATE- 93
NOTE- 37p.

*Illegal Drug Use; Secondary Education; *Secondary School Students; *Smoking; Student Attitudes; *Student Behavior; Trend Analysis

This document contains volume I of a two-volume report presenting the results of the 17th national survey of drug use and related attitudes among American high school seniors and the 12th national survey of American college students. Volume I contains the results from the secondary school samples of 8th, 10th, and 12th graders. Chapter 1 provides an introduction to the report. Chapter 2 contains an overview of key findings, looking at trends in illicit drug use, alcohol use, and cigarette smoking, and the drug use of 8th and 10th graders. A summary of trends notes that, over the last 10 years, there have been appreciable declines in the use of a number of the illicit drugs among seniors. Chapter 3 describes the study design and procedures; chapter 4 considers the prevalence of drug use among 8th, 10th, and 12th graders; chapter 5 examines trends in drug use among high school seniors; and chapter 6 focuses on drug use at earlier grade levels. Chapter 7 concentrates on the degree and duration of drug highs. Chapter 8 explores attitudes and beliefs about drugs and chapter 9 considers the social milieu. Other findings from the study, including findings on the use of nonprescription stimulants and the use of marijuana on a daily basis are presented in chapter 10. Prevalence and trend estimates adjusted for absentees and dropouts are appended. Thirty-four tables and 32 figures are included. (NB)

ED 364 782 CG 025 035

Bradley, Fred O., Ed.
Credentialing in Counseling.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accreditation (Institutions); *Certification; *Counselor Educators; *Counselors; Counselor Training; *Credentials; Higher Education; Standards

This document discusses all aspects of credentialing from both a past and present perspective, considers the future of counselor credentialing, and provides a synopsis of the credentialing movement in counseling. Seven chapters are included: (1) "Counselor Credentialing: Purpose and Origin" (Thomas J. Sweeney); (2) "Counselor Certification" (Donald V. Forrest and Lloyd A. Stone); (3) "Historical Antecedents and Current Status of Counselor Licensure" (Thomas W. Hosie); (4) "Accreditation in Counselor Education" (Michael K. Altekruse and Joe Wittmer); (5) "A View From the Profession: What We Think of Where We Are" (Donald C. Waterstreet); (6) "Concerns about Accreditation and Credentialing: A Personal View" (Kenneth B. Hoyt); and (7) "An Argument for Credentialing" (Theodore P. Remley). Also included are four appendices. "A Summary of Counselor Credentialing Legislation" (Carol S. Vroman and John W. Bloom) is contained in appendix A. Appendices B, C, and D contain a list of professional certifying bodies, a list of Council for Accreditation for Counseling and Related Educational Programs (CACREP) approved programs, and a graphic representation of the CACREP accreditation process. (NB)

ED 364 783 CG 025 043

Johnston, Lloyd D.; And Others
Smoking, Drinking, and Illicit Drug Use among American Secondary

counties had higher runaway case rates than large or small counties; (4) overall, one in five runaway youth were admitted to secure detention facilities while their cases were being processed by the court; (5) law enforcement agencies referred the majority of runaway cases to court; (6) 4 out of 10 runaway cases referred to court were dismissed either at intake or after an adjudicatory hearing; and (7) states varied widely in the proportion of runaway cases handled formally, from less that 5% to 50% or more. Other sections of the report describe the study methodology, discuss the findings in more detail, and present figures that illustrate the findings graphically. (Author/NB)

ED 364 802 CG 025 122

Schuman, Chester D.
An Integrated On-Line Transfer Credit Evaluation System-Admissions through Graduation Audit.
PUB DATE- 93
NOTE- 35p.; Paper presented at the Annual Conference of the National Association of College Admission Counselors (49th, Pittsburgh, PA, October 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Credits; College Students; *Computer Uses in Education; Evaluation Methods; Higher Education; *Transfer Students; *Two Year Colleges
IDENTIFIERS- Pennsylvania College of Technology

This document discusses a computerized transfer evaluation system designed by Pennsylvania College of Technology, a comprehensive two-year institution with an enrollment of over 4,800 students. It is noted that the Admissions Office processes approximately 500 transfer applications for a fall semester, as well as a large number of evaluations for current students who take summer courses at other institutions. This document discusses how the transfer evaluation system was developed, how it allows the college to efficiently process transfer evaluations, how it is used as a counseling tool, and how it acts as part of an admissions/admittance system. Included is an overview of how the system operates, examples of computer screens, and an example of how the system works on a day-to-day basis. Copies of computer screens used in the process and reproduced in this document include the Graduation Profile, copies of screens used in the evaluation of external credits, and part of the transfer guide for the college. (NB)

ED 364 803 CG 025 126

O'Brien, Raymond; And Others
Building Supportive Communities for Youth: Local Approaches to Enhancing Community Youth Services and Supports. Commissioned Paper #7.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Sep 92
NOTE- 130p.; For a related document, see CG 025 127.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Community Role; *Social Support

plan are suggested. It is also suggested that objectives be set, program parameters and membership goals be established, personnel and budgetary considerations be addressed, and support from the college administration by secured. The next sections focus on how to recruit alumni volunteers, structure the program, train volunteers, remove volunteers when necessary, and evaluate the effectiveness of the program. The document concludes by briefly describing the formal alumni recruitment program begun at New York Chiropractic College in 1991. (NB)

ED 364 825 CG 025 153

Beamish, Patricia; Navin, Sally
Marriage and Family Therapy and Traditional Counselor Education Programs.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Diagnosis; Confidentiality; *Counselor Training; *Ethics; *Family Counseling; Graduate Students; Higher Education; *Marriage Counseling; Values

This document presents a review of the literature on salient ethical issues in marriage and family counseling. Issues addressed in the paper include: (1) defining the client and the welfare and rights of individuals versus those of the family system; (2) issues of informed consent and manipulative therapeutic interventions; (3) issues related to family members who decline to participate in treatment; (4) confidentiality, including dealing with family secrets and child abuse; (5) the use of the Diagnostic and Statistical Manual of Mental Disorders (Third Edition-Revised); and (6) differing counselor and family values. Two ethical decision-making models are presented along with their applicability to marriage and family counseling. Finally, the implications for marriage and family counselor training are discussed. It is noted that counseling programs have traditionally focused on individual and group counseling theories, techniques, and practice, and that as more training programs offer marriage and family coursework and specialization, more emphasis may need to be given to ethical issues unique to this area. (NB)

ED 364 826 CG 025 154

Rowe, Patrick; Beamish, Patricia M.
The African American Family and AIDS: Counseling Issues and Strategies.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Black Family; Chronic Illness; Coping; *Counseling Techniques; Existentialism; *Family Counseling; *Systems Approach; Terminal Illness
IDENTIFIERS- African Americans

This document discusses the application of a systems approach for family counseling for African American families with a family member infected with Acquired Immune Deficiency Syndrome (AIDS). It begins by citing statistics that illustrate that there exists a disproportionate representation of cases of AIDS constantly changing. Findings suggest that: with sufficient teacher modeling and support, second-grade students are able to sustain a discussion of literature without direct teacher intervention; students can articulate and demonstrate their understanding of written text; when given frequent opportunities, students in peer response groups can monitor their own discourse in relation to turn-taking, questioning, responding, elaborating, summarizing, and affirming. (RS)

ED 364 845 CS 011 486

Staples, Amy; And Others
Uses of Technology and Educational Media in Literacy Instruction for Children with Developmental Disabilities.
PUB DATE- Dec 93
NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Developmental Disabilities; Early Childhood Education; *Educational Media; *Educational Technology; Exceptional Persons; Individual Needs; Instructional Effectiveness; *Literacy; Program Descriptions; Qualitative Research; Research Methodology
IDENTIFIERS- Emergent Literacy; Technology Utilization

A 3-year research project, employing qualitative inquiry in a pair of preschool and primary grade classrooms (one self-contained and one integrated at each level), was undertaken to examine the literacy learning difficulties of school-aged children with developmental disabilities. The multi-site case studies of the first phase of the project used the constant comparative method of data collection and analysis. Analysis of the first year of the project reveals two primary themes: technology, and inclusion. Technology facilitated literacy learning opportunities when: (1) it was available; (2) teachers were competent users and programmers of the devices; and (3) teachers had ample time to adapt materials. Inclusion facilitated learning when: peers had a clear understanding of and experiences with their roles; and the individual needs of all students were considered. The roles these factors, as well as others, play in literacy experiences will be clarified as the project continues. (RS)

ED 364 846 CS 011 487

Hiebert, Elfrieda H., Ed.; Taylor, Barbara M., Ed.
Getting Ready Right from the Start. Effective Early Literacy Interventions.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Early Intervention; Higher Education; Primary Education; Program Descriptions; *Program Effectiveness; *Reading Instruction; Special Education; Special Needs Students; *Writing Instruction
IDENTIFIERS- *Emergent Literacy; Reading Recovery Projects

Presenting descriptions of seven successful emergent literacy programs, this book demonstrates that early literacy intervention programs with a focus on accelerated learning and spoken in words. Subjects, 42 mainly low-income African-American children (63% of whom were boys) in three intact prekindergarten classes in three public elementary schools in a small southeastern city, were administered three pretest and posttest instruments. Classes were given either traditional alphabet books, books that featured alphabet letters without providing example words, or picture storybooks of quality children's literature (the control group). Teachers read aloud one of the books daily over a period of 15 class days. Classroom observations indicated that all three teachers departed from the printed text to some degree, though they differed somewhat in their instructional dialogues. Quantitative results indicated that: (1) many of the children had little notion of books and how they were used; (2) all groups gained in knowledge of print conventions and letter recognition, but the treatment groups did not significantly differ in the amount of print knowledge and letter recognition they gained; and (3) all groups gained in sensitivity to the sound structure of spoken words, and the children in the conventional alphabet book reading condition outgained the alphabet only condition. Findings suggest limited support for the hypothesis that children's phonological awareness develops at least partly through exposure to alphabet books. (One table and one figure of data are included; 23 references, a list of books used in the classroom, and a test of onset-rime awareness are attached.) (RS)

ED 364 864 CS 011 505

Maria, Katherine; Junge, Kathleen
A Comparison of Fifth Graders' Comprehension and Retention of Scientific Information Using a Science Textbook and an Informational Storybook.
PUB DATE- Dec 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary School Science; Elementary School Students; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Research; *Recall (Psychology); *Scientific and Technical Information; *Text Structure
IDENTIFIERS- Information Books; Trade Books

A study investigated whether children reading an informational story recalled more information and perform better on a delayed test than those who read a textbook containing many of the same ideas. Subjects, 58 fifth-grade students from a suburban public school with approximately equal percentages of African-American and Caucasian children from a wide range of socioeconomic conditions, were randomly assigned to read either "The Magic Schoolbus inside the Earth" or a section of a chapter from a fourth-grade science textbook. Subjects wrote a recall immediately after reading the text, completed a short answer test one week later, and drew a diagram of the earth. Results indicated that: (1) recalls of the informational story were longer than those of the expository text; (2) good readers had longer recalls for both types of texts than poor readers; (3) good readers included more informational ideas in their recalls than poor readers; (4) scores on the short answer test did not differ by reader or type of text, and there was no interaction; (5) children in either condition recalled very few informational ideas from either text; and (6) 12 of the recalls student achievement; and (2) students in the experimental group had greater awareness of their writing processes and had an easier time verbalizing about their writing behaviors. Findings suggest that the instructional activities had an impact upon the organizational strategies and resultant complexity of compositions produced by writers in the experimental group at all ability levels, but particularly those in the low to average levels. (RS)

ED 364 885 CS 214 121

Bishop, Wendy
Another Kind of Vote: Enfranchising the Knowledge(s) of Teachers.
PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Teacher Response; Teacher Role; *Teaching (Occupation); Teaching Conditions; *Teaching Experience; *Theory Practice Relationship; Writing Instruction; *Writing Teachers
IDENTIFIERS- English Teachers; Professional Concerns

Those in composition studies know, experientially, that teaching informs their lives and results in knowledge, but they also know that English Studies culture(s) continue to valorize expert knowledge over community knowledge, empirical and scholarly research over alternate methods of constructing inquiry, and theory over practice. Although cognitive models and insights can illuminate the steps students and teachers go through in writing, only a well-trained teacher has a hope of navigating the interrelated cognitive and affective terrain of the classroom. Many composition teachers teach from an unexamined passion for writing and writers and because they love the profession, though they may well abhor their professional conditions. A composition teacher realized that her poems, and more recently her literacy autobiographies (self-assigned in teacher-education classes she teaches) offer her valuable new modes of understanding herself and her professional life. One poem in particular, written to explore the contradictions one of her African-American students was experiencing, became the seed of subsequent professional work. Practitioners in the underclass of composition are agitating for enfranchisement through professional conferences and caucuses. Other "movements" are destabilizing the status quo: portfolio evaluation, writing across the disciplines, calls for abolition of the universal first-year requirement, and teacher research. Composition teachers have to vote with their experience and their reflection on that experience, and they will find it a powerful force at the institutional polls. (RS)

ED 364 886 CS 214 122

Villanueva, Victor, Jr.
To the Teacher Who Would: Cultural Literacy as Folkloristic.
PUB DATE- 21 Nov 93
NOTE- 22p.; Keynote Address presented at the Annual Conference for English Education (Pittsburgh, PA, November 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

ED 364 905          CS 214 145

Sawyer, Mary H.
Examining the Role of Assessment Reform in Literature Teaching and Learning: A Study in Two Classrooms.
PUB DATE- Dec 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Educational Change; High Schools; *Literature Appreciation; *Portfolios (Background Materials); *Student Evaluation; *Teacher Attitudes; *Teacher Behavior; Writing Research
IDENTIFIERS- English Teachers; *Portfolio Approach

A study examined two high school English teachers' explorations of portfolio assessment and the effect of these explorations on their teaching and on students' understandings of their own learning and knowledge. The teachers (one with 28 years of experience, the other with 3 years teaching experience) taught at a public city school with an ethnically and economically diverse student population. The teachers selected their ninth-grade average-track classes for study. Four focus students in each class represented a range of talents and abilities. Data included field notes of classroom observations, transcripts of interviews with teachers and students, and the content of the students' portfolios. Results indicated that: (1) the veteran teacher worked to instill students with the discipline necessary to stay with the text rather than drift into personal connections with it, while the new teacher created a supportive learning community where students could share their responses to texts; (2) the veteran teacher emphasized polishing up finished products and completing academic tasks, while the new teacher integrated portfolio activities into ongoing classroom activities; and (3) the veteran teacher was disappointed from the beginning in the quality of the students' portfolio collections, while the new teacher was satisfied and excited about her portfolio experience yet in doubt that her efforts would have any school-wide impact. Findings suggest that enacting assessment reform is difficult and often discouraging, for educators are called to question long-held beliefs of the nature of teaching and learning. (RS)

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ED 364 906          CS 214 146

The Framework in Focus: Answers to Key Questions about Implementation of the English-Language Arts Framework.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; English (Second Language); *English Curriculum; *Grouping (Instructional Purposes); *Language Arts; Phonics; Professional Development; *Program Implementation; Skill Development
IDENTIFIERS- *California English Language Arts Framework; Educational Issues

Divided into three focused sections, each section of the paper is further subdivided. Section I presents a historical survey of basic speech courses from 1956-1985 to determine the current status of the "public" in public speaking. Section II presents a historical survey of public speaking textbooks (and how the public is reflected in them). Section III explores the value of including public life in speech education and considers how historical examples of speechmaking can help. The conclusion offers suggestions concerning ways the communication field can address the responsibility to mold pedagogical practice and stem the tide of the decline of public discourse. (NH)

ED 364 926 CS 508 405

Aiex, Nola Kortner
A Communicative Approach to Observation and Feedback. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; *Feedback; *Interpersonal Communication; *Teacher Administrator Relationship; *Teacher Evaluation; Teacher Improvement; Teaching Styles
IDENTIFIERS- Communication Behavior; ERIC Digests; Observation Techniques; Supervisor Supervisee Relationship

Classroom observation and evaluation of teachers by supervisors or principals is a delicate process. Most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it. Many times the role of the principal is unclear in the observation process. Standardized observation formats sometimes fail to accommodate the skewed patterns of instructional delivery found among a particular group of teachers. Having evaluation personnel develop a school-specific format, based upon existing teaching styles, would be one alternative to using a standardized format. The feedback conference should begin on a positive note. As the supervisor goes through the observation process, the establishment of supervisor-teacher rapport is the most important element. The probability of a successful observation process where mutual communication occurs between teacher and administrator improves dramatically when the criteria for observation are mutually agreed upon, and when the supervisor proceeds with sensitivity and skill. (RS)

ED 364 927 CS 508 406

Smith, Carl B.; And Others
Connect! How To Get Your Kids To Talk to You.
PUB DATE- 94
NOTE- 253p.; Published in conjunction with EDINFO Press, Bloomington, IN. This publication results from the "Parents Sharing Books" Project.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

an internship in required administrator-preparation courses. Most respondents recommended that courses be included in finance and school law; about one-half of them placed value on a course in computer applications. The recommendation is made that the Department of Educational Leadership and Administration (DELA) consider offering specific courses in human relations, management, decision making, computer simulations, communication and interpersonal skills, and leadership. (LMI)

ED 364 946 EA 025 474

Green, Douglas W.
Copyright Law and Policy Meet the Curriculum: Teachers' Understanding, Attitudes, and Practices.
PUB DATE- 6 Dec 93
NOTE- 28p.; Doctoral Seminar paper, Binghamton University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Copyrights; Elementary Secondary Education; *Fair Use (Copyrights); Federal Regulation; Legal Responsibility; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Binghamton City Schools NY

This paper presents findings of a study that investigated teachers' attitudes toward current copyright law and school copyright policies. Data were collected from a survey of 140 teachers in Binghamton, New York. A total of 60 teachers responded, a 43 percent response rate. Interviews were also conducted with administrators in eight other school districts. A total of 92 percent of the teachers agreed that it is reasonable to expect that teachers fully understand the law; however, they expressed much misunderstanding. The average percentage of correct responses to the true-false section of the questionnaire was 62 percent. Although most teachers equated breaking the copyright law with stealing, 62 percent said that they routinely broke the copyright law. Seventy-one percent admitted to knowingly breaking the law on some occasions, and most justified their actions by stating it was for the good of the students. Copyright laws regulating computer-software use were most commonly violated. A conclusion is that school-district copyright policies are ineffective without teacher education. (LMI)

ED 364 947 EA 025 477

Ensuring Student Success through Collaboration: Summer Institute Papers and Recommendations of the Council of Chief State School Officers, 1992.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Child Welfare; *Educational Cooperation; Elementary Secondary Education; Family School Relationship; Human Services; *School Community Relationship; *Social Services; State Agencies

This volume contains papers that were commissioned for the 1992 Council of Chief State School Officers (CCSSO) Summer Institute. These papers form the basis for the CCSSO's study of school-community collaboration, which focuses on the role of

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Academic Achievement; Early Intervention; Elementary Secondary Education; *Family Environment; Family Influence; Family Role; *Family School Relationship; *Parent Participation; *Parent Role

This book examines the role of the home in children's education and presents a program for parent involvement to improve children's school learning. Chapter 1 reviews evidence that underlines the key role of the home in children's educational development. Chapter 2 examines a variety of efforts being made around the world that attempt to build home-school partnerships. Chapters 3 and 4 review research findings on relationships between home background and school learning. The fifth chapter outlines changes in society and the family that create difficulties for parents who are trying to meet their children's educational needs. Chapters 6 and 7 describe family intervention programs that have been implemented over the past 3 decades and examine their effects. The cognitive and noncognitive characteristics of children's scholastic development are examined in chapter 8. The ninth chapter outlines a process-based program designed to help develop these characteristics. The final chapter summarizes research findings on the role of families in education and considers the implications for parents' involvement in their children's education. Ways in which a program based on these findings might be used to improve home-school relationships are considered. An extensive bibliography is included. (LMI)

ED 364 967 EA 025 506

Wheeler, Patricia H.
Using Portfolios To Assess Teacher Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Instructional Improvement; *Portfolios (Background Materials); Secondary School Teachers; Supervisory Methods; Teacher Competencies; *Teacher Evaluation; Teacher Supervision; Teaching Skills

This paper offers suggestions for using portfolios to assess teacher performance. Key policy decisions that should be addressed prior to preparation of the portfolios include purpose, domains, audience, administrative matters, technical issues, and legal issues. After these policy decisions have been made, guidelines for portfolio design--its compilation, contents, and the scoring process--are described. Portfolios reflect teachers' professional development over time, provide supporting documentation, offer a tool for self-evaluation and reflection, and can be tailored to assess broad or specific teaching assignments. However, they are costly and time-consuming, may not represent teachers' work, are vulnerable to cheating and plagiarism, and may give teachers who have access to superior resources an unfair advantage over others. A

ED 364 988 EA 025 534

Kawakami, Alice J., Ed.
Pacific Region School Finance and Facilities Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Facilities; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Facility Requirements; Financial Needs; Public Schools; *Safety; *Sanitation
IDENTIFIERS- Pacific Region; *United States Territories

A study of school financing and facilities was conducted in the 10 American-affiliated Pacific entities of the United States. Data were collected from public departments of education in 9 of 10 entities served by the Pacific Region Educational Laboratory (PREL): American Samoa, Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. School finance data was collected for the 1991 fiscal year, and school facilities data were collected from 1991 through 1992. The study found a wide range in the financing of schools in the region as well as in the availability and condition of school facilities. School financing varied with political status and economic infrastructure. Per pupil expenditures ranged from $580 to $4,300. The facilities study included 328 schools in American Samoa and Micronesia. Only 8.5 percent of 280 schools surveyed outside Hawaii met minimum standards for basic school safety, sanitation, and provisions for maintenance. The need for increased funding in Pacific schools will continue and more money will be needed as local resources are stretched further. Appendices A-F include school finance instrument, availability of school facilities instrument, condition of school facilities, Hawaii school finance information, CNMI school facilities information, and entity background information. (JPT)

ED 364 989 EA 025 535

Gentzel, Thomas J.; And Others
Pennsylvania's Sunshine Law: A Guide for Public School Boards. Revised.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Disclosure; Elementary Secondary Education; *Freedom of Information; Freedom of Speech; Information Dissemination; Legal Responsibility; News Media; Privacy; *Public Schools; *State Legislation
IDENTIFIERS- *Act 84 (Pennsylvania 1986); *Pennsylvania

This publication provides information and guidelines on the way Pennsylvania school boards should meet and conduct business under Act 84 of 1986 (the Sunshine Act) and Act 20 of 1993. The underrepresentation of minority students in gifted programs, and to help minority students improve their academic achievement in Westmoreland County, Virginia. The practicum involved examining the gifted student nomination/identification process to see if instruments or procedures were culturally biased. Alternatives were implemented, the nomination/identification form was adapted to include an expanded case study approach, and gifted staff development on cultural diversity was conducted. Staff development focused on instructional systems that are recommended specifically when working with black students. Results of the practicum were positive--minority students receiving gifted services increased, a significant number of minority students improved their academic achievement, and teachers felt that staff development assisted them with classroom climate and instructional strategies. (Contains 45 references.) (JDD)

ED 365 008 EC 302 633

Coleman, Mary Ruth; And Others
Cooperative Learning and Gifted Students: Report on Five Case Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 75p.; For a related document, see ED 355 675.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Case Studies; *Cooperative Learning; Educational Methods; Elementary Secondary Education; *Gifted; Group Experience; *Grouping (Instructional Purposes); Heterogeneous Grouping; *Instructional Effectiveness; Student Attitudes; Student Needs; *Teaching Models

This study examined cooperative learning (CL) programs that were successfully meeting the needs of gifted students and identified factors critical to this success. Of 19 programs nominated as models of cooperative learning, 5 sites were selected and visited: Wilton Public Schools, Connecticut; Glenville Elementary School, Connecticut; Mary Taylor Middle School and Camden-Rockport High School, Maine; Pinehurst Middle School, North Carolina; and Harford Heights Elementary School, Maryland. Factors found to be critical or very important at all five sites were leadership from teachers, staff development from both cooperative learning experts and "in-house" experts, enthusiasm from teachers and students, and the use of cooperative learning in classes where top students were grouped by ability/performance. Several strategies had been specifically developed to meet the needs of gifted students, including, among others: differentiating tasks by complexity, using open-ended or creative tasks, incorporating independent work, and allowing for self-pacing. In settings where CL was used with students grouped by ability, gifted students seemed to thrive. In heterogeneous settings, gifted students identified several concerns, such as having to fill the "teacher" role, doing "all" the work, receiving lower grades, doing "easy stuff," and feeling uncomfortable if they appeared "too smart." In spite of these concerns, students voiced strong support for CL. A cooperative learning checklist is appended. (Contains 15 references.) (JDD)

ED 365 009 EC 302 634

Coleman, Mary Ruth; And Others

education general (or master teacher), confrontation, diagnosing organizations, and resource bringing. There were no skills in which the general educators' peer nominations exceeded nominations for special educators. Special educators rated themselves higher than general educators in three areas: initiative taking, resource bringing, and demonstration. The study concludes that special educators have leadership abilities that can be more widely applied to school reform, that these leadership abilities can be developed over time, and that elaborate "career ladders" that can violate standards of equality among teachers may not be needed to generate this leadership. (Contains 22 references.) (Author/JDD)

ED 365 030 EC 302 655

Mellencamp, Amy V.
Making Connections through Voice: Teacher Receptivity to Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 92
NOTE- 44p.; In: Fitzgerald, Martha. School Building Models for Educating Students with Disabilities in the Regular Education Environment; see EC 302 653.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Change Agents; *Disabilities; *Educational Change; Educational Environment; Elementary Secondary Education; Individual Power; Influences; Models; Organizational Climate; *Participative Decision Making; Quality of Working Life; *Resistance to Change; Rural Education; Self Efficacy; Special Education Teachers; *Teacher Attitudes; Teachers; Teaching Conditions
IDENTIFIERS- *Empowerment

This study used focused interviews, participant observations, and document review to identify five organizational and personal factors that 40 teachers (general education, special education, and specialists) in a small rural school district reported as affecting their receptivity to change: (1) the degree to which schools are ready for change; (2) support from principals, colleagues, and community members; (3) voice--the ability of teachers to initiate and decide change and to be heard as respected members of the school community; (4) meaningfulness of change; and (5) efficacy--the degree to which teachers feel they make a difference in the lives of students. A model is developed to show the progressive and interactive relationship among these factors. The factor of voice appears to provide a critical connection between organizational and personal factors, increasing teacher receptivity to change. (Contains 30 references.) (JDD)

ED 365 031 EC 302 656

Milgram, Roberta M., Ed.; And Others
Teaching and Counseling Gifted and Talented Adolescents: An International Learning Style Perspective.
PUB DATE- 93
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ability Identification; Adolescents; Area Studies; *Cognitive Style; *Counseling Techniques; Creativity; Cross Cultural Studies; Cultural Background; *Cultural Differences;

PUB DATE- 27 Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Elementary Education; Elementary School Students; High Schools; High School Students; Individualized Education Programs; Interaction Process Analysis; *Mainstreaming; Models; Normalization (Disabilities); *Outcomes of Education; Peer Relationship; *Program Effectiveness; *Severe Disabilities; Social Integration; *Special Classes
IDENTIFIERS- California

This descriptive study formulates a comprehensive picture of the structure, educational practices, and associated positive student outcomes of integrated programs for students with severe disabilities across a variety of California communities. Three of the seven participating programs represented the full inclusion model of integration implemented at the elementary level. Four of the programs represented special class models of integration; two were located at elementary schools and two at high schools. The study presents descriptive information on each of the models of integration, with quantitative measures of positive student outcomes. Outcome measures in this preliminary study were restricted to the quality of the students' individualized education programs (IEP), the extent of integrated activities for each child across the school day, and the extent and type of interactions occurring between the students with disabilities and their nondisabled schoolmates. Findings included the following: (1) the high school special class model received the highest rating for quality of IEPs; (2) students in the full inclusion programs spent an average of 94 percent of school hours in integrated settings; and (3) the amount of reciprocal interaction was almost identical across the three models. (Contains 37 references.) (DB)

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ED 365 052 EC 302 677

Roger, Blair; And Others
Schools Are for All Kids: School Site Implementation. Level II Training. Participants Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 19 Feb 92
NOTE- 149p.; For related material, see EC 302 678-679.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Disabilities; *Educational Planning; Elementary Secondary Education; Group Dynamics; Grouping (Instructional Purposes); Individualized Education Programs; Inservice Teacher Education; *Leadership Training; *Mainstreaming; Participative Decision Making; Postsecondary Education; *Program Development; School Restructuring; Social Integration; Staff Role; Teacher Role; Teamwork; Workshops

This training manual for a 2-day workshop was developed from the perspective that a fully inclusive society will evolve only if there are schools which embrace all children, including those with disabilities. Each participating team first considers their school's current goals and progress made towards full inclusion, and then establishes goals and identifies strategies and resources to support continued movement towards full

Innovative Management" (Hans Swemie); "Wood Lane: Developing Individual Potential" (Teresa Fulk and Melinda Slusser); "Minnesota Mainstream: Supporting Professionals with Mental Illness" (Rand Adams); "National Trends in Day and Employment Services" (Martha J. McGaughey); "IDEA and Rehab Act Amendments: Impact on Employment" (Barbara Guy et al.); "Funding Long-Term Support: Ideas from Experts" (Joyce M. Albin and Roz Slovic); and "Fee for Service" (Gail Rheinheimer et al.). A list of suggested resources including organizations, publications and training materials, and pamphlets and other materials concludes the issue. (DB)

ED 365 071 EC 302 696

The Americans with Disabilities Act (ADA) Employment Handbook.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; Civil Rights Legislation; *Compliance (Legal); Costs; Definitions; *Disabilities; *Disability Discrimination; Due Process; Employer Attitudes; Employment Interviews; Employment Opportunities; *Equal Opportunities (Jobs); Federal Legislation; Legal Responsibility; Public Opinion
IDENTIFIERS- *Alaska; *Americans with Disabilities Act 1990

This handbooks is intended to provide Alaska state agencies and other employers in Alaska with a reference guide to assist in meeting the employment provisions of the Americans with Disabilities Act (ADA) of 1990. The first section briefly reports on a national survey to measure business awareness, attitudes, and reactions to the Act. Summarized in the second section are results of a 1991 poll of Americans concerning employment and people with disabilities. Major areas covered by the ADA are then listed. Following sections address questions concerning the following: costs of employing people with disabilities; definition of a disability under the ADA; employers covered by the ADA;p employment practices covered by the ADA; the meanings of specific ADA terminology including a "qualified individual with a disability," "essential duties," and "reasonable accommodation"; how to identify a reasonable accommodation and when an accommodation becomes an undue hardship; interviewing and pre-employment questions; the role of the Alaska Division of Vocational Rehabilitation; limitations concerning the employer's right to require medical exams or ask questions about an individual's disability; illegal drug use not recognized as a disability under the ADA; and enforcement of the employment provisions of the ADA. Appendices provide additional detail concerning the ADA Title I employment regulations, employer and employee tax incentives, and ADA resources (both Alaskan and national). (DB)

ED 365 072 EC 302 697

Special Education in Alaska. A Guide for Parents.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

child maltreatment; and (3) the incidence of disabilities caused or likely to have been caused by maltreatment was 147 per 1,000 maltreated children. It is recommended that: risk assessment approaches should include the child's disabilities as a risk factor; caseworkers and other professionals should be educated on the relationship between maltreatment and disabilities; and state and federal systems for reporting cases of child maltreatment should include uniform information on disabilities. The report's three sections review previous research and explain the study's methodology; consider the incidence of maltreatment among children with disabilities; and present data on maltreated children with disabilities, characteristics of children, characteristics of adults, and case processing. Appendices provide further methodological detail, the two data collection instruments, and a glossary of terms. (Contains 35 references.) (DB)

ED 365 090 FL 021 066

Program of Studies, Ukrainian Language Arts (Early Childhood Services-Grade 12).
PUB DATE- 91
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Design; Elementary Secondary Education; Foreign Countries; *Language Maintenance; *Native Language Instruction; *Second Language Programs; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- *Alberta; Canada; *Two Way Bilingual Education

The Ukrainian language arts program for Alberta's (Canada) elementary and secondary schools is a two-way bilingual curriculum, serving both native speakers and non-native learners of Ukrainian. An introductory section to the curriculum gives an overview of the province's philosophy and policy concerning language instruction and general principles guiding the curriculum's design. The second section outlines briefly the general learning expectations for students in the program, and the third section lists more specific learner expectations for required and elective components and, in greater detail, for the Ukrainian language arts component. The expectations address student language skills and attitudes and cultural appreciation at grades 3, 6, 9, and 12. The publication schedule for program-related learning resources is also provided. In addition, the entire document is presented in Ukrainian. An accompanying teaching manual is in both English and Ukrainian; an accompanying teacher resource manual is entirely in Ukrainian (except for Introduction). (MSE)

ED 365 091 FL 021 398

Lumley, Tom; McNamara, T. F.
Rater Characteristics and Rater Bias: Implications for Training.
PUB DATE- 93
NOTE- 17p.; Paper presented at the Language Testing Research Colloquium (15th, Cambridge, England, United Kingdom, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

representing the bulk of the second language learning effort in Australian education (Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish). These languages were categorized as the Languages of Wider Teaching. Overviews of Arabic education in primary and secondary schools, in tertiary institutions, in ethnic schools, and in adult education are provided. Diplomatic language training, curriculum approaches, and qualitative trends in Arabic education are profiled. Other topics addressed include teacher education and teaching materials; language courses for native and non-native speakers; parent, student, and community attitudes; policy considerations; Arabic in Australian society, and the Arabic-speaking community worldwide. Appendices contain a list of the individuals, ethnic schools, and ethnic community organizations consulted in preparation of the document; data concerning student numbers; references; and an attitudinal survey form and results. (Contains 56 references.) (JP)

ED 365 112 FL 021 664

Smith, Doug; And Others
Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 2, Chinese.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 93
NOTE- 179p.; For related documents, see FL 021 663-666. Volumes 5-9 not yet in print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; *Chinese; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Language Attitudes; Language Maintenance; *Second Language Learning; Second Language Programs; *Second Languages; Surveys, Uncommonly Taught Languages
IDENTIFIERS- *Australia

This work is one in a series that focuses on nine languages representing the bulk of the second language learning effort in Australian education (Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish). These languages were categorized as the Languages of Wider Teaching. This particular volume aims to describe the position of Chinese language in the various education systems in Australia, the direction and quantity of change since the introduction of the National Policy on Languages, and factors promoting and/or inhibiting expanded language teaching and study. This profile will then be set against Australia's international economic and strategic context, as well as the current dynamic situation for Chinese language usage in Australia. Recommendations are offered on how best to achieve an efficient and equitable provision of Chinese language in Australia. Appendices provide a list of references and a bibliography, language map of China, gender breakdown for primary secondary statistics of the Chinese language in Australia, and a language study questionnaire. (Contains 86 references.) (Author)

ED 365 113 FL 021 665

Cryle, Peter; And Others
Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 3, French.
SPONS. AGENCY- Australian Dept. of Employment, Education and

This paper describes similarities between the areas of second language (L2) teacher education and mother tongue (MT) literacy teacher education: similarity of definition, similarity of history, and similarity of a current pedagogical issue (immersion is necessary but not sufficient). Practitioners in both fields need to modulate the sharp polarity between two terms: (1) acquisition vs. learning for learners, and (2) immersion vs. telling by teachers. A concept called revealing, a pedagogical activity performed by the teacher, could be inserted between conceptualizations of immersing and telling and would allow binary opposition to evolve into a continuum of implicit to explicit teaching. A description of teaching phonemic awareness to 6-year-olds and examples of strategies for directing older students' attention to larger forms of written language (topic sentences, sentence fragments, and combining generalization and detail in expository writing) serve as examples of revealing. (Contains 18 references.) (JP)

ED 365 135 FL 021 718

Gittman, Elizabeth
Educational Services and Programs for Limited English Proficient Students in Nassau County, New York.
PUB DATE- Oct 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Educationally Disadvantaged; Educational Needs; Elementary School Students; Elementary Secondary Education; *English (Second Language); Grouping (Instructional Purposes); *Limited English Speaking; Program Design; *Public Schools; *Pupil Personnel Services; Regional Characteristics; Remedial Instruction; School Districts; Secondary School Students; Second Language Instruction; *Student Characteristics; Student Placement; Surveys
IDENTIFIERS- *New York (Nassau County)

A survey of 56 Nassau County (New York) school districts elicited information on demographics, assessment, educational records, staffing, program structure, and instructional and support services for limited-English-proficient (LEP) students. Programs surveyed included 20 prekindergarten, 53 elementary, 45 middle/junior high school, and 44 senior high school programs. Highlights of the demographics include the following: a total of 6,562 LEP students scoring below the 40th percentile on a standardized English reading test; 7,137 students speaking 40 native languages; 1,863 eligible for free and reduced lunches; 257 students receiving special education services; 343 receiving speech services; and 1,051 receiving remedial reading services. Assessment instruments used for oral English language, reading, and math proficiency were identified, and concerns regarding assessment were revealed. Unavailability of students records was an important issue for some districts, and placement without records was usually done by English proficiency test scores. Districts commonly employed full-time English-as-a-Second-Language (ESL) teachers to work with LEP students. Pull-out programs were most typical, especially at the elementary level, with self-contained programs or regular ESL periods used in many other cases. Grouping by test performance and grade level were most common. A variety of services are provided for this population, but more are needed.

Basic Skills for Job Performance: Private Industry Councils and Workplace Literacy.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Case Studies; Educational Testing; Job Skills; *Literacy Education; *Program Development; Program Implementation; Staff Development; Student Evaluation
IDENTIFIERS- *Private Industry Councils; *Workplace Literacy

This guide is designed to provide private industry councils (PICs) with information on developing workplace literacy or job-related basic skills programs. Chapter 1 contains an overview of the nation's literacy problem and how it affects business and is designed to provide PIC members with background information to use when discussing the problem with members of their communities. It covers such information as a definition of workplace literacy and legislation affecting literacy initiatives and programs. Chapter 2 covers the elements of a successful workplace literacy program and PICs' potential roles in providing some of them. Chapter 3 discusses literacy skills assessment, a potential service for PICs to provide to clients and employers. It includes the legal issues involved in assessing worker skill levels as well as points to consider in selecting assessment instruments. Chapter 4 highlights successful PIC workplace literacy efforts from around the country. It contains information on funding sources PICs can use for workplace literacy programs and includes case studies on how several PICs have developed workplace literacy projects. Appendixes include a 21-item bibliography of selected readings on workplace literacy and a description of the National Alliance of Business' technical assistance capabilities and information on contacts in the alliance's national and regional service offices. (YLB)

ED 364 668 CE 065 144

Van Meel, R. M.; Jansen, B. P. G. M.
Higher Vocational Education in the Netherlands: A Survey of the Current Situation in Higher Commercial Education.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Business Administration Education; Curriculum; Economics Education; *Educational Development; *Educational Policy; Federal Government; Foreign Countries; Full Time Students; Higher Education; *Information Technology; Open Universities; Part Time Students; *Vocational Education; Vocational Schools
IDENTIFIERS- *Netherlands

The institutes that provide higher vocational education (HVE) constitute one of the three major branches of higher education in the Netherlands. Three actors play a decisive role in HVE: the government, the Council for Higher Vocational Education, and the institutes. The main factors exerting an influence on

precede programs incorporating audiovisual components, which are listed separately as "Audiovisuals." References to other resources, such as books and organizations, are found at the end of a section or subsection under the heading "Resources." Each entry consists of title, source, and annotation. (YLB)

ED 364 686 CE 065 172

Unger, Harlow G.
But What If I Don't Want To Go To College? A Guide to Success through Alternative Education.
PUB DATE- 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Education; Educational Opportunities; Entry Workers; *Noncollege Bound Students; *Nontraditional Education; Postsecondary Education; *School Choice; Secondary Education; Vocational Education

This book is designed to show what type of alternative career education is available, where to get it, and how much is needed for the first job in a wide variety of careers. Part I tells about alternative education--how to evaluate it and how to pick the right career track. It describes the advantages and disadvantages of 11 basic sources of vocational education and provides a checklist for evaluating any vocational education or training program based on educational quality and educational results. Part II gives brief descriptions of hundreds of career and talent areas that do not require four-year college or university degrees for entry-level jobs and a clear track to success. Each career listing includes the education or training needed to get started, the pay range, and some companies and organizations that need those skills. If formal training is required, the listing includes the appropriate agencies to contact to make sure that the reader attends an accredited school or program for that occupation. Part III describes how to get started in the new career area, with some easy-to-use tips for applying for, and getting, one's first job: writing a good resume, completing a successful job application, and using the job interview to sell one's talents. Appendixes include the following: names and addresses of regional and national accrediting agencies and associations; a checklist of essential employability skills; median weekly pay in 600 different jobs; general index; and job index. (YLB)

ED 364 687 CE 065 174

Steele, Richard
Pioneers of Nontraditional Employment in Alaska. Teacher Guide.
PUB DATE- Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; *Career Exploration; Employed Women; Learning Activities; Males; *Nontraditional Occupations; *Occupational Information; Secondary Education; Sex Discrimination; *Sex Fairness; Teaching Guides

ED 364 707 CE 065 212

Fox, Linda Kirk
Credit Cards. Bulletin No. 721. (Revised.)
PUB DATE- Jan 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Consumer Education; *Consumer Protection; *Credit (Finance); Extension Education; *Fees; *Interest (Finance)
IDENTIFIERS- *Credit Cards

This cooperative extension bulletin provides basic information about credit cards and their use. It covers the following topics: types of credit cards (revolving credit, travel and entertainment, and debit); factors to consider when evaluating a credit card (interest rates, grace period, and annual membership fee); other credit card costs (late payment charges, fees for exceeding credit limits, charges for cash advances, and fees for special services); factors to consider when determining how many cards to carry; credit card consumer protection; unsolicited cards; disputes over merchandise or services; lost or stolen credit cards; credit cards and identification; secured credit cards, and federal enforcement agencies. (MN)

ED 364 708 CE 065 214

Williams, Doris K.
Providing Residential Care Services for the Elderly. A Home-based Business Handbook. Bulletin No. 738.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Adult Foster Care; Business Administration; *Career Exploration; Careers; Economic Opportunities; Entrepreneurship; Frail Elderly; Group Homes; Long Term Care; *Older Adults; *Personal Care Homes; *Residential Care; Residential Institutions; *Self Employment; *Small Businesses
IDENTIFIERS- *Home Based Employment

This publication is designed to help individuals or families determine whether their interests, resources, and skills are adequate to establish a small home-based business in residential care services. It discusses first the need for residential care. A discussion of setting up a business considers the following: common characteristics of entrepreneurs, evaluation of suitability of present residence for use as a residential care facility, suggestions for providing care, meeting standards, licensing and certification, cost of care in a residential home, and funding. Some home-based business basics are then addressed--financial planning, food service, business organization, and personnel. A section on finding clients addresses establishing what the business will furnish, selecting clients, and setting policies. Some resources for additional information are suggested. (YLB)

ED 364 709 CE 065 216

Schmall, Vicki L.

Future Workers' Education Project. Auto Body and Repair.
PUB DATE- 90
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; *Auto Mechanics; Behavioral Objectives; Community Colleges; Hazardous Materials; *Health Promotion; Lesson Plans; *Occupational Safety and Health; Postsecondary Education; Secondary Education; *Smoking; Teaching Guides; *Trade and Industrial Education; Work Environment

This instructional package contains materials for four 1-hour lessons to train current and future auto body repairers and auto mechanics in proper safety and health protection measures. The materials are designed to be incorporated into training and/or recertification courses at high schools, trade schools, and community colleges. Included in the package are a teacher's guide, teaching curriculum, handouts, worksheets, and transparencies. The teacher's guide describes the program and explains how to incorporate the lesson plans into existing auto body and repair curricula. The curriculum guide contains lesson plans for sessions on the following topics: understanding the special hazards associated with cigarette smoking in or near auto body and repair shops and protecting against the dirty air in a shop; inspecting an auto body and repair shop for breathing hazards; protecting individuals' health in an auto body and repair shop through training; and protecting individuals' health in an auto body and repair shop through problem solving. Each lesson plan contains objectives and session activity outlines. Included in each outline are instructions for conducting the activity, health messages to relate during the activity, and a list of accompanying materials/notes. (MN)

ED 364 727 CE 065 276

Pautler, Albert J., Jr., Ed.
Vocational Education in the 1990s: Major Issues.
PUB DATE- 90
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Administration; Educational History; Educational Philosophy; Educational Policy; *Futures (of Society); Leadership; Organization; Postsecondary Education; *Role of Education; Secondary Education; *Special Needs Students; Strategic Planning; *Teacher Education; *Vocational Education; Vocational Education Teachers

This book is designed to present issues facing vocational education today and in the immediate future and to serve as a potential agenda for confronting these issues and assisting in responsible and responsive policy development, financing, research, and operation of vocational education programs in the 1990s. The 14 chapters are as follows: "Historical Background of Vocational Education" (Melvin Barlow); "Policy Issues Perspectives" (Melvin Miller); "The Secondary Vocational Program" (Gerald Cheek); "Postsecondary Occupational Education" (Charles Doty); "Vocational Teacher Preparation" (John Glenn, Richard Walter); "Organizational Structure of Vocational Education" (James Greenan); "Administrative Leadership Issues in Vocational Education" (Merle Strong); "The Curriculum" discussed: reasons why water is important to plants, the importance of proper and thorough watering to plant growth, conductive tissue in plants, plant components involved in transporting nutrients (minerals) and water, systemic pesticides, osmosis, active transport of plant nutrients, and transpiration. Also provided are the following: a glossary of pertinent scientific terms, four worksheets, answers to the worksheets, a quiz and quiz answers, five overhead transparency masters, and a lesson plan for helping students understand the function of xylem tissue in celery and flowers. Included in the lesson plan are an objective, list of equipment needed, and detailed steps for completing the activity. (MN)

ED 364 746 CE 065 311

pH. Agricultural Lesson Plans.
PUB DATE- 92
NOTE- 36p.; For related documents, see CE 065 306-310.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Chemical Reactions; Learning Activities; Lesson Plans; *Plant Growth; Secondary Education; *Soil Science
IDENTIFIERS- *pH

This lesson plan is intended for use in conducting classes on the effect of pH on plant growth. Presented first are an attention step/problem statement and a series of questions and answers designed to convey general information about soil pH and its effect on plants. The following topics are among those discussed: acidity and alkalinity; the meaning of the numbers on the pH scale, the major components of soils, factors affecting soil pH, the effect of geographic area on pH, the effect of pH on plant growth, sources of plant nutrients, the relationship between soil pH and nutrient availability, the relationship between pH level and bacteria in soil, and methods of increasing and decreasing soil pH. Also provided are the following: a glossary of pertinent scientific terms, 4 worksheets, answers to the worksheets, 2 quizzes, answers to the quizzes, 12 overhead transparency masters, and a lesson plan for teaching students to test the pH of soils. Included in the lesson plan are an objective, list of equipment needed, detailed steps for completing the activity, and student activity record sheet. (MN)

ED 364 747 CE 065 314

Hart-Landsberg, Sylvia; Reder, Stephen
Teamwork and Literacy: Learning from a Skills-Poor Position.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Environment; *Educationally Disadvantaged; Educational Needs; Educational Opportunities; Educational Practices; Educational Strategies; Learning Strategies; *Literacy Education; *Manufacturing Industry; *Skill Development; *Teamwork
IDENTIFIERS- *Workplace Literacy

A study examined the roles of literacy and teamwork in an

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; *Competency Based Education; *Educational Change; Educational Research; Foreign Countries; Postsecondary Education; Program Implementation; Staff Development; Student Evaluation; *Student Motivation; *Teacher Attitudes; *Teacher Role; Teaching Styles; Technical Education; Technical Institutes; Vocational Education
IDENTIFIERS- Canberra Institute of Technology (Australia); *TAFE (Australia)

A study explored how eight Technical and Further Education (TAFE) teachers from Canberra Institute of Technology were dealing with changes to their role as a result of competency-based training. An extended interview was held with each participant; a set of focus questions provided a loose structure. Five teachers were observed; where possible, material was collected from teachers. Teachers were concerned that competency-based training can be unduly focused on the mastery of individual task skills rather than on the integration and application of those skills; they wondered whether it is possible to infer knowledge from performance. Particular areas in which teachers perceived some change in their pattern of work were the increased workload due to additional assessment and recordkeeping and personal style of educational delivery. Teachers' assessment concerns fell into two areas--practical issues in implementing competency-based assessment and more theoretical concerns such as appropriate standards for testing, issues around graded and ungraded assessment, and how to ensure that higher order cognitive skills are tested. Teachers felt that student motivation had not been aided by the competent/not-yet-competent marking system and more mature and motivated students were advantaged. The main source of information appeared to be discussions with colleagues. Staff development and changes in the work environment were suggested as ways to help teachers cope with change. (YLB)

ED 364 765 CE 065 344

Gray, Kenneth
The Gender Gap in Yearly Earnings: Can Vocational Education Help?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 3p.; Produced by the Office of Special Populations, National Center for Research in Vocational Education, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Employment Practices; Equal Opportunities (Jobs); Integrated Curriculum; *Nontraditional Occupations; Personnel Policy; Postsecondary Education; *Role of Education; *Salary Wage Differentials; Secondary Education; *Sex Fairness; *Vocational Education
IDENTIFIERS- Tech Prep

Recent research conducted by K. Gray and N. Huang (1993) provided new insights into the gender gap in yearly earnings. These researchers tested Terrell's (1992) hypothesis that the issue now is not equal educational opportunity, but inequality in the distribution of women among all occupations. The study examined the variables that affected the yearly wages of men and women in their mid-30s. The findings confirmed Terrell's research. Although education positively affected earnings of both women

School Students, College Students, and Young Adults, 1975-1991. Volume II: College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- 92
NOTE- 197p.; For volume 1, see CG 024 975.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Abuse; College Students; Comparative Analysis; Drinking; *Drug Use; Higher Education; National Surveys; Peer Influence; Sex Differences; Smoking; *Student Attitudes; *Student Behavior; Trend Analysis; *Young Adults

This is the second volume in a two-volume set reporting the results of all surveys through 1991 from the Monitoring the Future study of American secondary school students and young adults. Volume II begins with chapter 11 which provides an introduction to the volume, noting that Monitoring the Future consists of an ongoing series of annual national surveys of American high school seniors begun in 1975 (the results of which are presented in volume I) and a series of annual follow-up surveys of representative samples of the previous participants from each high school senior class going back to the Class of 1976. It further notes that this volume presents the results of the 1977 through 1991 follow-up surveys of the graduating classes of 1976 through 1990. Chapter 12 presents an overview of key findings, examining trends in illicit drug use, alcohol use, and cigarette smoking, and noting college-noncollege and male-female differences. Racial and ethnic comparisons are included. Chapter 13 describes the study design and procedures, chapter 14 looks at the prevalence of drug use among young adults, and chapter 15 explores trends in drug use among young adults. Chapter 16 focuses on the attitudes and beliefs about drugs among young adults, while chapter 17 concentrates on the social milieu. Chapters 18 and 19 focus on college students, looking at the prevalence of and trends in drug use in this population. Twenty-six tables and 48 figures illustrate data from the study. (Author/NB)

ED 364 784 CG 025 103

Schreck, Timothy J.; And Others
Mentorship in Practice: A Multi-Method Approach.
PUB DATE- 93
NOTE- 56p.; A paper based on this research was presented at the Annual Meeting of the Florida Educational Research Association (Destin, FL, November 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; High Schools; High School Students; Interpersonal Relationship; *Mentors; *Partnerships in Education; *Program Effectiveness; *School Business Relationship; Sex Differences
IDENTIFIERS- *Florida

This study was conducted to evaluate a field-based mentorship program using a multi-method approach. It explored the use of mentorship as practiced in the Florida Compact, a business education partnership established in Florida in 1987. The study was designed to identify differences between mentors and mentorees, as well as differences within mentoree subgroups. It also identified differences in outcome data for subgroups of

Groups; *Youth Programs

This document presents findings and conclusions drawn from a study that identified almost 30 community initiatives aimed at improving youth services; examined 10 of these initiatives in some depth; and focused intensively on documenting the history and status of three of the initiatives that best demonstrate the potential effect that broad-based community planning and monitoring might have on the availability, scope, quality, and focus of community-based youth services. Section I provides an overview of community initiatives, describes the context of the initiatives, and explains the framework of the study. The study methodology, selection, and assessment criteria are described. An analysis of the final 10 initiatives examined includes discussions of the initiatives' history/origins, goals, strategies, impact, structure, inclusiveness, funding, and implementation. Section II presents case studies of the three community initiatives chosen for detailed analysis: the Juvenile Welfare Board of Pinellas County, Florida; the Minneapolis Youth Coordinating Board; and Chicago's Cluster Initiative (Marion County Commission on Youth). Each of the initiatives is described, strengths of the initiatives are identified, and challenges for the future are proposed. Section III examines the role of the voluntary sector and discusses lessons from the case studies' communities in section II. Tables on initiative profiles, examples of initiative goals, examples of initiative strategies, and involvement of various sectors are attached, as are a list of community initiatives considered, and brief descriptions of the final 10 initiatives. (NB)

ED 364 804 CG 025 127

Pittman, Karen J.; Wright, Marlene

Bridging the Gap: A Rationale for Enhancing the Role of Community Organizations in Promoting Youth Development. Commissioned Paper #1.

SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.

PUB DATE- Feb 91

NOTE- 108p.; For a related document, see CG 025 126.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adolescent Development; *Community Organizations; *Community Role; *Competence; *Interpersonal Competence; Voluntary Agencies; *Youth Programs

This document provides a working definition of youth development based on existing theories and discussions, and crafts a strong case for strengthening the role of the non-school voluntary sector in promoting youth development. Part I of this three-part report focuses on this working definition of youth development, examining the need for such a definition, the need within the non-school voluntary sector, and a framework for thinking about youth development and youth development supports. Part II works toward a theory of youth development. Competence and competencies are defined, as are basic needs. The relationship between needs and competencies is explored, and implications for a theory of positive youth development agents are discussed. The actors that influence youth are identified. Part III examines the role of the voluntary sector in promoting positive youth development. This section includes a snapshot of the non-school voluntary sector, a sampling of empirical evidence that strengthening youth programming within among African Americans. A discussion on empowerment of the family gives some historical perspective to the black family and cautions against taking a Eurocentric approach when working with other cultural groups. The systems approach is explained and the discussion then integrates the systems approach in combination with a multicultural approach which involves empowering the African American family by using its strengths. A section on the African American family in therapy is followed by a discussion of the AIDS family. It is noted that the application of a systems approach for counseling African American AIDS patients and their families allows the counselor to deal with the ramifications of the disease within a cultural framework inclusive of extended relationships. Specific strategies are presented which combine these perspectives with the existential dilemmas encountered by the dying and his or her family. The document concludes that counselors also need to be responsible advocates of safe sex and drug usage in their efforts to prevent AIDS. (NB)

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ED 364 827 CG 025 155

Beamish, Patricia M.; Dalen, Dennis L.
Role-Plays in a Family Counseling Course: A Collaborative Effort with the Theater Department.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; Family (Sociological Unit); *Family Counseling; Graduate Students; Higher Education; *Role Playing; *Theater Arts; Undergraduate Students

This document describes a family counseling course that incorporates role-plays as a principal component of the class and that uses undergraduate acting majors to role-play families. It notes that using these undergraduates as role-play families solves the problem of recruiting non-counselor education students and also serves as a unique training experience for the acting students. The course is described as it relates to the counseling students and as it relates to the acting students. The document notes that, by integrating the theater and counselor education students in simulated exercises, a number of expected and unexpected benefits were discovered and that several organizational and other difficulties were encountered. These issues are discussed in a section on outcomes, which concludes that the goals of an acting class and a family therapy class can be met in a unique way by involving acting students in role-playing families for counselor education students. Implications for training and recommendations for change are included; the issue of debriefing acting students after the role-play sessions is addressed. (NB)

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ED 364 828 CS 011 080

Taylor, George R.; And Others
The Whole Language Approach: Panacea or Myth?
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

on authentic reading and writing tasks can prevent many first-grade children from failing to learn to read. Programs described in the book focus on story book reading and writing with attention to word level strategies and are developmental, not remedial, in nature. Chapters in the Context for Current Interventions section are: "Early Literacy Interventions: Aims and Issues" (Barbara M. Taylor and Elfrieda H. Hiebert); and "Compensatory and Special Education: Is There Accountability for Learning and Belief in Children's Potential?" (Anne McGill-Franzen). Chapters in the Tutoring and Small-Group Interventions section are: "At-Risk University Students Tutoring At-Risk Elementary School Children: What Factors Make It Effective?" (Connie Juel); "Implementing Reading Recovery in New York: Insights from the First Two Years" (M. Trika Smith-Burke and Angela M. Jaggar); "A Small-Group Literacy Intervention with Chapter 1 Students" (Elfrieda H. Hiebert); and "Early Intervention in Reading: Supplemental Instruction for Groups of Low-Achieving Students Provided by First-Grade Teachers" (Barbara M. Taylor and others). Chapters in the Extending Interventions across Schools section are: "Success for All: Getting Reading Right the First Time" (Robert E. Slavin and others); "Interactive Writing: A Transition Tool for Assisting Children in Learning to Read and Write" (Gay Su Pinnell and Andrea McCarrier); "Promoting Early Literacy Development among Spanish-Speaking Children: Lessons from Two Studies" (Claude Goldenberg); and "Interventions and the Restructuring of American Literacy Instruction" (Elfrieda H. Hiebert and Barbara M. Taylor). (RS)

ED 364 847          CS 011 488

McKeague, Carrie A.
Effects of Processing Orientations and Reader-Generated and Text-Based Comprehension Aids on Text Processing.
PUB DATE- Oct 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (24th, October 27-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; Prior Learning; Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; *Text Structure
IDENTIFIERS- Expository Text; Text Factors

A study investigated the effects of text processing orientations and reader-generated versus text-based comprehension aids on readers' comprehension of expository text. The processing orientations included memory-oriented processing, organization-oriented processing, understanding-oriented processing, and a read and study control. Subjects, 136 undergraduate students, read an expository passage and engaged in one of the four processing approaches through either reader-generated or text-based activities. Following a 24-hour delay, students' learning was measured by memory measures, organization measures, and an understanding measure. Results indicated that processing orientations yielded different degrees of knowledge about the passage. Readers processing the text in the memory-oriented mode recalled significantly more on the memory measures than readers in the understanding-oriented processing. Similarly, readers processing the text in the organization-oriented processing mode performed significantly better on the organization measures than readers in the other processing had a narrative structure, 12 had an expository structure, and 4 had a mixed structure. Findings suggest that when not given a purpose for reading this type of text, middle grade children may take either an aesthetic or efferent stance. Future studies should focus on the unique contributions each type of text offers to elementary science instruction. (Contains 24 references.) (RS)

ED 364 865 CS 011 507

Campbell-Beal, Gloria D.; And Others
The Effect of S2RE, a Metacognitive Learning Strategy, on the Reading Comprehension of Elementary Students.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Comparative Analysis; Elementary Education; Elementary School Students; *Instructional Effectiveness; *Learning Strategies; *Metacognition; *Reading Comprehension; Reading Research; Sex Differences
IDENTIFIERS- Mississippi; *S2RE

A study investigated the effects of S2RE, a metacognitive learning strategy, on the reading comprehension of second-, third-, and fourth-grade students, and evaluated its effects on the metacognitive knowledge of third- and fourth-grade students. Pretest and posttest reading comprehension scores for 218 students from a Mississippi delta school randomly assigned to experimental (S2RE) and control (basal) reading instruction treatment groups were used to evaluate research intervention effects. Significant difference in reading comprehension by grade level was revealed for grade level 3, and by grade level and gender for grade 3 females, in favor of the control group. The posttest measure of metacognitive knowledge administered to third- and fourth-graders revealed significant differences in favor of the experimental group for grade 3 and grade 3 females. Although results indicated that the S2RE strategy is no more effective in improving reading comprehension than basal reader instruction, some of those receiving S2RE instruction did show significant gains in metacognitive knowledge. (Fifteen tables of data are included; 15 references are attached.) (Author/RS)

ED 364 866 CS 011 508

Hefner, Mary
What Is the Effect of the Rate of Transfer on the Academic Achievement of Fourth Grade Students?
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Elementary School Students; Grade 4; Intermediate Grades; *Reading Achievement; Reading Research; *Student Mobility
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

A study examined the relationship between geographic mobility and school achievement. Subjects, 15 fourth-grade students who transferred more than twice and 47 fourth-grade students who

(150)
DESCRIPTORS- Acculturation; *Basic Writing; Classroom Environment; College Faculty; Cultural Awareness; *Cultural Context; *Cultural Literacy; *Educational Background; English Curriculum; Higher Education; Minority Groups; *Personal Narratives
IDENTIFIERS- Basic Writers; Cultural Sensitivity; English Teachers; Freire (Paulo); Latinos; *Literacy as a Social Process

In the form of a story, this paper reveals the life and lifework of a committed Latino professor of English who was born in Brooklyn in the Bedford-Stuyvesant projects. First recounting the early years of a bright boy, the paper then proceeds to tell about the young man as a dropout, as a soldier in Vietnam, as a student in college, and then as a graduate student (while his wife supported the family). The paper then focuses on "Victor" as a teacher of basic writing to his mostly Mexican-American college students and Victor as a parent at highly charged discussions of curriculum in the local public schools. Pinpointing the discovery of Paulo Freire's "Pedagogy of the Oppressed" as a turning point in the teacher's life, the paper then concentrates on the many ups-and-downs that accompany Victor's attempts to modify the basic writing curriculum at the university to accommodate Freire's (and now his own) beliefs about literacy and cultural politics. The remainder of the book deals with the problems of the daily life of the teacher and his family; with personal thoughts about cultural and critical literacy; and with the preparation and publication by the National Council of Teachers of English of the teacher's memoir, "Bootstraps." (NKA)

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ED 364 887            CS 214 123

Black, Janet
The Effects of Auditory and Visual Stimuli on Tenth Graders' Descriptive Writing.
PUB DATE- Oct 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Stimuli; Comparative Analysis; *Descriptive Writing; Grade 10; High Schools; High School Students; *Visual Stimuli; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Jurupa Unified School District CA

A study investigated whether 10-grade English students would write more descriptively when their thinking was stimulated through viewing images, or hearing music, or both. Subjects, 49 students in 2 intact classrooms in a middle-class, suburban high school in the Jurupa School District, were randomly assigned to 1 of 4 groups that administered visual stimuli in the form of color slides, auditory stimuli in the form of classical music, both visual and auditory stimuli, or no stimuli. All groups listened to an oral reading of a short story and then wrote a description of the story setting. Experimental groups were administered treatments during the prewriting stage while the control group began prewriting with no auditory or visual stimuli. Essays were scored and compared to results of a pre-treatment measure of writing ability. Results indicated that the use of auditory stimuli, when administered simultaneously with visual stimuli, was effective in improving students' descriptive writing in comparison to the control group. However, results did not show that access to visual stimuli alone or to auditory stimuli alone was any more

Used to guide instructional design and professional development, this booklet highlights current thinking and practice in those areas of California's English-Language Arts Framework that need additional clarification or may have been implemented unevenly. Issues addressed in the booklet are: (1) the place of skills instruction, especially phonics, in a literature-based language arts program; (2) instructional grouping practices in language arts; (3) equity in access to language arts programs for California's linguistically diverse student population; (4) development of a performance-based and integrated assessment system for language arts; and (5) the flexible and evolving implementation of the framework. (RS)

ED 364 907 CS 214 147

Read to Me: Recommended Literature for Children Ages Two through Seven.
PUB DATE- 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Early Childhood Education; Family Environment; *Literature Appreciation; Parent Participation; *Reading Aloud to Others; *Reading Material Selection; Recreational Reading; School Community Relationship
IDENTIFIERS- Emergent Literacy; Trade Books

Bringing together the home, school, and community in the task of developing children's abilities to read and appreciate literature, this book presents annotations of over 400 books suitable for children ages two through seven. Titles annotated in the book represent classic and contemporary picture books, story books, and concept books, as well as books in other languages, stories with a multicultural perspective, and books recognized as traditional favorites. Selections in the book were made to: (1) encourage young children to enjoy hearing stories and being introduced to pictures and print; (2) help children view reading as a worthwhile activity; (3) help local curriculum planners select books for their early childhood education programs; (4) assist parents and early child caregivers to make wise choices of enjoyable books for their children; and (5) stimulate educators at the local level to evaluate their literacy development programs and change or improve them, as necessary. Sections of the book are: The Child; The Child's Home and Family; The Child's Community; and The Child's World. The criteria for selection of literature included in the book and a list of 46 resources for adults are attached. (RS)

ED 364 908 CS 214 148

Reagles, Steven L.
Insights from Past Inventional Theory for Present Critical Thinking and Writing.
PUB DATE- 9 Oct 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two Year College (Madison, WI, October 7-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Individual Development; *Interpersonal Communication; *Parent Child Relationship; *Parent Participation; Program Descriptions; *Reading Material Selection; Student Motivation
IDENTIFIERS- *Family Communication; *Shared Reading

Describing the benefits parents and kids have gained from sharing reading and talking about books, this book shows parents how to bring their family closer together and support their child's academic and emotional development. The book suggests that not only does shared reading promote communication and mutual respect, it helps kids do better in school and improve their self-esteem. Chapters in the book are: (1) The Many Avenues of Parent/Child Communication; (2) Finding Time--The Old Bugaboo; (3) The Challenge of Motivating Kids; (4) Guidelines for Selecting Books; (5) Books for Ages Three to Nine; (6) Books for Ages Ten to Fourteen; (7) Using Conversations to Share Books; (8) Using Writing to Share Ideas; (9) Using Art to Share Books; (10); Using Drama to Share Books; (11) Building Self-Esteem; and (12) Just Do It! Seventeen references and a "Wonderland Magic" (a short story by Bobby Simic) are attached. (RS)

ED 364 928 CS 508 407

Proctor, Russell F., II; Johnson, Scott D.
Feature Films for Communication Courses: A Bibliography.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *Communication (Thought Transfer); *Films; Higher Education; Instructional Materials; Media Adaptation

Noting the usefulness of feature films as case studies in communication courses, this 31-item bibliography lists resources for those communication educators who want ideas for using feature films in their courses. Annotations are provided for some of the journal articles, textbooks/instructor's manuals, and ERIC documents in the bibliography--especially for those sources with titles that are not self-explanatory. Items in the bibliography were published between 1937 and 1994. (RS)

ED 364 929 CS 508 408

Fabien, Miriam R.
USA: A Schema for Communicating Change.
PUB DATE- Mar 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Association for Business Communication/West (San Francisco, CA, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; Change Strategies; *Organizational Change; *Organizational Communication;

the community in ensuring the success of all students. Following the acknowledgements and introduction, the papers include: (1) "Community Support for Student Success" (Lisbeth B. Schorr); (2) "Changing the System for Children's Services: Building Linkages with Schools" (Michael W. Kirst); (3) "Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Policies, Structures, and Collaborations" (Karen J. Pittman and Michelle Cahill); (4) "Current Human Service Reforms" (Ruth Massinga); (5) "Taking a Family-Centered Approach" (Judy Langford Carter); (6) "Funding Initiatives for School-Linked Family Services" (Frank Farrow); (7) "Collaborating to Meet the Readiness Agenda: Dimensions and Dilemmas" (Sharon L. Kagan); (8) "Collaboration for Young Adolescents: Transforming Middle-Grades Education" (Frank A. Loda); (9) "Comprehensive School Health Services: Does It Matter and Is It Worth the Fight?" (M. Joycelyn Elders and Jennifer Hui); (10) "Savannah's New Futures Initiative: Getting to the Root of the Dandelion" (Otis S. Johnson); and (11) "The Walbridge Caring Communities Program" (Khatib Waheed). An appendix contains the CCSSO policy statement, "Student Success through Collaboration." (LMI)

ED 364 948 EA 025 478

Oxley, Diane
Organizing Schools into Smaller Units: A Planning Guide.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decentralization; *Educational Innovation; Educational Planning; High Schools; Integrated Curriculum; Interdisciplinary Approach; *Nontraditional Education; *School Organization; Small Classes; *Small Group Instruction

The idea of organizing secondary schools into smaller units has gained support in the last decade. This guidebook is designed to support efforts to develop an effective small-unit plan for high schools. The first two sections highlight the benefits of small-unit organizations and identify the institutional barriers to implementation. Proponents of small-unit organization argue that it dispels alienation, supports a more coordinated and concentrated instructional approach, and offers teachers more input into the decision-making process. Challenges center around administration, assignment of students to core-curriculum teachers, student support, and teacher roles. The third section details the essential features of small-unit organization--instruction, student support, physical facilities, and unit management. The fourth and fifth sections provide examples of two schools that have successfully implemented small-unit plans--the Koln-Holweide Comprehensive School in Germany and William Penn High School in Philadelphia, Pennsylvania. Five tables and two figures are included. The appendix contains additional planning resources. (LMI)

ED 364 949 EA 025 479

Negroni, Peter J.
Global Competitives: Economic Imperatives for School Reform.

conclusion is to use portfolios in conjunction with other assessment methods and to start with caution, preferably using the portfolio as a professional development tool first. A table provides examples of items to be included in a duties-based teacher-evaluation system. (LMI)

ED 364 968 EA 025 508

Hirabayashi, Judy; Wheeler, Patricia
Approaches to Classroom Observations: Open versus Closed Systems.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; *Faculty Evaluation; Teacher Competencies; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS- Open and Closed Systems

This paper offers guidelines in the consideration of an open or closed classroom-observation system. Factors in the definition of an observation approach include target, timing, focus, topic of observation, and data-collection system. Because there are advantages and drawbacks to any classroom-observation system, the following factors should be considered when deciding whether to use an open or a closed observation system: the purposes of the observation, the amount of time and staff available to collect and analyze the data, and the extent to which the behaviors and event under study are clearly defined. Whatever observation approach is used, evaluators other than the researcher should be able to replicate the lesson, teaching context, and sequence of activities. Analysis, evaluation, and utilization of data should be conducted after the observation. The qualitative data provided by an open-ended approach can be more helpful in understanding and justifying decisions after the observation is conducted. One table is included. (LMI)

ED 364 969 EA 025 509

Thompson, James P.
Systemic Education Reform.
PUB DATE- Dec 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; Boards of Education; *Educational Change; Elementary Secondary Education; Holistic Approach; Principals; *School Restructuring; *State Action; Superintendents; Systems Approach
IDENTIFIERS- *Oregon

This bulletin explores the roles that various stakeholders have in systemic reform and offers some recommendations for action. Data were derived from a review of research on systemic education reform and interviews with four Oregon administrators. Chapter 1 provides a sampling of the diverse groups that are calling for reform and offers some of the reasons why systemic reform is considered essential. The chapter also reviews reform efforts of the 1980s and examines ways in which this wave of reform fell short of fundamentally first section provides a brief history of the passage of the Sunshine Act, which mandates an open-meetings statute for public agencies. The second section offers a "nuts and bolts" review. In the third section, operating suggestions are made regarding permissible nonpublic conferences, parliamentary procedures, and public involvement. Section 4 delineates provisions of the act regarding publishing, posting, and notifying the public and media of meetings. The fifth section reviews court decisions that interpreted the statute and highlights issues to show how the act affects public agency meetings. Recent cases decided pursuant to the 1957 Right-to-Know Act are summarized in the sixth section. The final section offers a series of questions and answers on definitions, conferences, executive sessions, voting, minutes, advertising, and rights of the public and the media. Appendices contain Act 84 of 1986 (Sunshine Act), Act 212 of 1957 (Right-to-Know Act), rules regarding the public's right to inspect and copy certain records, legal notice requirements, and guidelines for news media-government relations. (LMI)

ED 364 990 EA 025 536

Site-Based Management and the School Business Administrator: A Compilation of Articles from "School Business Affairs." The Professional Development Series.
PUB DATE- 93
NOTE- 58p.; The journal "School Business Affairs" is covered comprehensively in CIJE.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Administrators; Budgeting; *Decision Making; Elementary Secondary Education; Public Schools; *School Based Management; *School Business Officials

The Association of School Business Officials International compiled the 12 best articles on site-based management from its journal "School Business Affairs." The first section covers budgeting: "School-Site Budgeting," David S. Honeyman and Richard Jensen; "Involving the Principal in the Budget Making Process," Leonard L. Gregory and Roger R. Farr; "School-Based Management: Staffing and Budget Expenditures," Jerry J. Herman; "Teachers Tackle Budgeting: Site-Based Budgeting at Work," Sally Ann Cardilli, Renee Levy Serling, and Sandra L. Graczyk. The second section covers the role of school business officials: "Business Officials and School-Based Management: Roles, Opportunities and Challenges," Jerry J. Herman and Janice L. Herman; "Site-Based Management: Crisis or Opportunity," Clement H. Lausberg; "From Power to Persuasion: The Business Official's Role in Site-Based Decision-Making," Richard A. Griffin and Bill Phipps. The third section includes various articles: "Site-Based Management: Implications for Risk Management?" Dennis R. Dunklee; "Who Will Fix the Roof? Site-Based Maintenance Programs," Glen I. Earthman; "Denver Negotiates Reform: The Power of Collaborative Decision-Making," The Center for Quality Schools; "Implications of School-Based Management for School Finance: An International Survey," Stephen B. Lawton; and "Site-Based Management Goes Beyond Budgeting," Harvey B. Polansky. (JPT)

ED 364 991 EA 025 537

Middle School Site Visit Report: Five Schools in Profile.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 74p.; For a related document, see ED 353 728.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Delivery Systems; *Educational Environment; Elementary School Students; *Gifted; Grouping (Instructional Purposes); Integrated Activities; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Performance Factors; *Program Effectiveness; School Administration; Special Education; Teaching Models
IDENTIFIERS- Middle School Students

This study examined schools which had successfully blended gifted education programs into middle school environments in order to provide outstanding services to gifted middle grades students, and sought to determine the factors that made this successful blending possible. Five sites were visited from a variety of settings and schools that used various service delivery models. The five specific sites included: (1) Brewster Middle School (North Carolina); (2) Wilson Middle School (Oklahoma); (3) Western Middle School (North Carolina); (4) Burbank Middle School (Michigan); and (5) Meads Mill Middle School (Michigan). Factors that were found to be critical or important to program effectiveness at all five sites included: school site administrators who demonstrated a clear commitment to the middle school philosophy and provided a challenging environment for all students, autonomy of principals and teachers, availability of expertise and human resources, enthusiasm of students and teachers, a sense of trust and commitment to the school, and curriculum differentiation which used some form of instructional (ability/performance) grouping and enrichment. Schools used a variety of service delivery models, including pull out classes, separate classes, and team clusters. The one common element was that students were grouped by ability and/or performance for language arts and mathematics instruction. The study concluded that it is possible to blend appropriately differentiated services for gifted students into schools operating within an authentic middle school paradigm. (Contains 24 references.) (JDD)

ED 365 010 EC 302 635

Green, James
A Multidimensional Curriculum for Academically Gifted Students: Educating the Whole Person at the Indiana Academy.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; College Programs; Core Curriculum; *Curriculum Development; Discovery Learning; Educational Planning; Enrichment Activities; Higher Education; High Schools; *Holistic Approach; *Integrated Curriculum; *Interdisciplinary Approach; Residential Schools; Special Schools
IDENTIFIERS- *Indiana Academy for Science Math and Humanities

The Indiana Academy for Science, Mathematics, and Humanities provides a comprehensive academic program in a residential

Foreign Countries; *Gifted; Global Approach; Individualized Instruction; Learning Theories; Secondary Education; Secondary School Students; Student Evaluation; *Talent; *Teaching Methods
IDENTIFIERS- Brazil; Canada; Egypt; Greece; Guatemala; Israel; Korea; Philippines; United States

This book provides theoretical and practical information to meet the challenge of individualizing instruction for gifted and talented adolescents of different learning styles and different cultural backgrounds. Part 1 consists of six chapters that present the broad theoretical background of giftedness and learning style. It includes the following papers: "Learning Styles of Gifted Students in Diverse Cultures" (Rita Dunn and Roberta M. Milgram); "Identifying Learning Styles and Creativity in Gifted Learners: Subjects, Instrumentation, Administration, Reliability, Validity" (Roberta M. Milgram and Rita Dunn); "Teaching Gifted Adolescents through Their Learning Style Strengths" (Rita Dunn); "Counseling Gifted Adolescents through Learning Style" (Shirley A. Griggs); "Giftedness, Creativity, and Learning Style: Exploring the Connections" (Donald J. Treffinger and Edwin C. Selby); and "Reaching Creatively Gifted Students through Their Learning Styles" (Mark A. Runco and Shawn Okuda Sakamoto). Part 2 presents data on the learning styles of gifted and talented learners in nine countries. Following is a list of the countries covered, with the names of the papers' authors: United States (Rita Dunn and others); Israel (Roberta M. Milgram and Gary E. Price); Philippines (Joanne Ingham and Gary E. Price); Guatemala (Richard Sinatra and others); Korea (Bernadyn Suh and Gary E. Price); Canada (Mary Rue Brodhead and Gary E. Price); Brazil (Solange Wechsler); Egypt (Atef Shaftik Soliman); and Greece (John Spiridakis). The book ends with an overview and integrative summary, by Gary E. Price and Roberta M. Milgram, of the learning styles of gifted and talented learners in the countries studied, comparing cross-cultural differences and similarities. (Contains approximately 450 references.) (JDD)

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ED 365 032 EC 302 657

De Morales, Paula
Na'imiloa: High School Demonstration Project for Gifted Hawaiian Students.
PUB DATE- 93
NOTE- 9p.; For related documents, see EC 302 658-659.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Cultural Background; Demonstration Programs; Ethnic Groups; *Gifted; *Hawaiians; High Schools; High School Students; *Intervention; Mentors; Program Development; Self Concept; Self Esteem; Student Development; *Talent; Underachievement; Values Education
IDENTIFIERS- *Hawaii

Na'imiloa, the High School Demonstration Project, is a program for potentially gifted and talented Native Hawaiian secondary students attending four high schools on the island of Hawaii. Phase I focused on identifying underachieving gifted and talented students; Phase II concentrated on student orientation to the program and on self-concept and self-esteem development, study and communication skills, and Native Hawaiian values. Phase III focused on the enhancement of each student's gift or talent within the classroom, in small groups, and through mentorships. This report outlines project goals; a plan of action; and student, teacher, and group expectations. Attached inclusion. Objectives in Section I of the training manual involve identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force, and the role of the integration facilitator, and team teaching and peer coaching strategies. Section II focuses on group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change. Section III covers educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration. Section IV addresses the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration plan. The manual provides background information, self-evaluation questionnaires, group and individual learning activities, and note-taking guides. (Contains 18 references.) (JDD)

ED 365 053          EC 302 678

Roger, Blair; And Others
Schools Are for All Kids. Part II: School Site Implementation. Trainer's Packet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 18 Mar 92
NOTE- 69p.; For related materials, see EC 302 677-679.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Disabilities; *Educational Planning; Elementary Secondary Education; Group Dynamics; Grouping (Instructional Purposes); Individualized Education Programs; Inservice Teacher Education; *Leadership Training; *Mainstreaming; Participative Decision Making; Postsecondary Education; *Program Development; School Restructuring; Social Integration; Staff Role; Teacher Role; Teamwork; *Training Methods; Workshops

This trainer's packet, designed to be used in conjunction with the participant's manual, was prepared for a 2-day workshop to restructure schools to embrace all children, including those with disabilities. The trainer's materials include: program objectives; masters for overhead transparencies; and descriptions of learning activities, including the purpose, time needed to complete, materials needed, and directions. Objectives for the workshops four sections include: (1) identifying and describing key components of integration, a rationale for school restructuring, the role of the school site integration task force and the role of the integration facilitator, team teaching strategies, and peer coaching strategies; (2) group skills, leadership and participatory management, decision making, conflict management, effective meetings, student placement, and systems change; (3) educational goals for students with severe disabilities, curriculum adaptation, student grouping strategies, cooperative learning strategies, and factors which facilitate integration; and (4) the Individualized Education Program, functional assessment, team action plans, a common vision for integration, and establishment of an individual school site integration

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Access to Education; Child Advocacy; Childrens Rights; *Compliance (Legal); *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Equal Education; Federal Legislation; Hearings; Individualized Education Programs; Legal Responsibility; *Parent Rights; *Parent School Relationship; Preschool Education; *Special Education; State Legislation; Student Evaluation; Student Placement
IDENTIFIERS- *Alaska

This guide to special education is intended for parents of children, ages 3-21, with disabilities in Alaska. After a brief introduction, major chapters address the following specific rights under Alaskan and federal law: (1) the right to a free appropriate public education; (2) the right to evaluations and re-evaluations; (3) the right to an individualized education program; (4) the right to an appropriate school placement; (5) the right to disagree with school officials; (6) the right to special protections in discipline and in behavior programs; (7) the right to a high school diploma; (8) the right to preschool services; and (9) other important special education rights. Provided when appropriate are lists of specific actions parent might take, suggested guidelines, timelines, definitions, and explanations of procedures. Nine appendices include: definitions of exceptionalities, sample letters requesting evaluations and hearings, a list of parent advocacy and support groups, a glossary of special education terms, a legal bibliography of five items, and a list of frequently used acronyms. (DB)

ED 365 073 EC 302 698

Procedures Manual for Regular Education. Section 504, 1973 Rehabilitation Act. Subpart D 34, Code of Federal Regulations--104.
PUB DATE- Mar 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Accessibility (for Disabled); Childrens Rights; *Compliance (Legal); Definitions; *Disabilities; *Disability Identification; Due Process; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; *Regular and Special Education Relationship; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act; North Carolina (Pitt County); *Rehabilitation Act 1973 (Section 504)

This guide, intended for regular educators in Pitt County, North Carolina, attempts to answer questions concerning Section 504 of the Rehabilitation Act of 1973, compares this statute with the Individuals with Disabilities Education Act (IDEA), and offers practical suggestions for implementing Section 504. An introduction explains the right of a student with disabilities to a free appropriate public education, notes that some individuals may qualify as "handicapped" under Section 504 who do not qualify as "disabled" under IDEA, and stresses that the process of identification and determination of necessary accommodations are regular education functions. A glossary of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); *Experimenter Characteristics; Foreign Countries; *Interrater Reliability; *Performance Tests; Role Playing; Second Language Learning; *Testing
IDENTIFIERS- Rasch Model; Rater Effects

Recent developments in multi-faceted Rasch measurement (Linacre, 1989) have made possible new kinds of investigations of aspects of performance assessments. Bias analysis, interactions between elements of any facet, can also be analyzed, which permits investigation of the way a particular aspect of the test situation may elicit a consistently biased pattern of responses from a rater. This research investigates the use of these analytical techniques in rater training for the speaking sub-test of the Occupational English Test (OET) administered in Australia, a specific purpose English-as-Second-Language performance test for health professionals. Data are presented from two rater training sessions (30 raters, 10 candidates) separated by a 6-month interval and an intervening operational test administration session (12 of the above raters, 100 candidates). The analysis is used to establish: (1) consistency of rater characteristics over the two or three occasions; and (2) rater bias in relation to role play materials and/or candidate type. The use of feedback to raters of the results of this analysis is also reported. (Contains 23 references.) (Author)

ED 365 092 FL 021 555

Unger, J. Marshall; And Others
A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; Course Organization; *Curriculum Design; Curriculum Development; Educational Objectives; Evaluation Criteria; Higher Education; High Schools; Instructional Materials; *Introductory Courses; *Japanese; Program Administration; Romanization; *Second Language Learning; Second Language Programs; *Student Evaluation; Written Language

The framework presented here is intended to provide general guidance in the design of curricula for teaching introductory Japanese to English-speaking students at the high school and college levels. It is not a course syllabus or statement of specific instructional outcomes. It has three purposes: (1) to assist Japanese language teachers in planning curricula for their individual programs and teaching; (2) to inform administrators about possible program formats; and (3) to advise parents and students, through administrators, of reasonable expectations for high school Japanese programs. An introductory section provide background information, explains romanization conventions and key terminology, and outlines ten basic assumptions underlying the curriculum framework. The framework itself is presented in four chapters, each treating a different concern in teaching Japanese in the United States: criteria for setting program goals and assessing student progress; strategies for presentation and sequencing of

Training, Canberra.
PUB DATE- 93
NOTE- 217p.; For related documents, see FL 021 663-666. Volumes 5-9 not yet in print.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary Secondary Education; Foreign Countries; *French; Higher Education; Immersion Programs; Language Attitudes; Language Enrollment; Language Maintenance; Language Role; *Second Language Learning; Second Language Programs; *Second Languages; Student Attitudes; Surveys
IDENTIFIERS- *Australia

This work is one in a series that focuses on nine languages representing the bulk of the second language learning effort in Australian education (Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and Spanish). These languages were categorized as the Languages of Wider Teaching. This particular work describes the prominence of the French language in modern language teaching in Australia and the criticism this prominence has attracted; one of the tasks of this report is to address the place of French among other languages in Language Other Than English (LOTE) provision policy. Topics addressed include French in education; immersion and bilingual programs, and primary and secondary partial immersion programs; teacher training, curriculum, and materials. An attitudinal survey is described that examines the drop in enrollment for French language instruction between Years 10 and 11. Survey findings focus on the reasons for discontinuing and for continuing French. Students reported that the most important reason for discontinuing French was that other subjects were considered more important. There is some evidence to support the idea that students continue French studies for integrative reasons. Profiles of French in postsecondary education, French in specialist professional training (e.g., business, engineering), and Australia's French-speaking population are provided. Appendices contain references, a list of colleagues consulted, and attitudinal survey form. (Contains 127 references.) (JP)

ED 365 114 FL 021 666

Fernandez, Sue; And Others
Unlocking Australia's Language Potential: Profiles of 9 Key Languages in Australia. Volume 4, German.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 93
NOTE- 155p.; For related documents, see FL 021 663-665. Volumes 5-9 not yet in print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary Secondary Education; Foreign Countries; *German; Higher Education; Language Attitudes; Language Maintenance; Language Role; *Second Language Learning; Second Language Programs; *Second Languages; Surveys
IDENTIFIERS- *Australia

This work is one in a series that focuses on nine languages representing the bulk of the second language learning effort in Australian education (Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, and

Extensive data tables are appended. (MSE)

ED 365 136 FL 021 725

Echevarria, Jana; McDonough, Renee
Instructional Conversations in Special Education Settings: Issues and Accommodations. Educational Practice Report 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Cultural Differences; Educational Environment; Elementary Education; Elementary School Students; *English (Second Language); Hispanic Americans; Learning Disabilities; *Special Education; Student Participation; Student Role; *Teaching Methods
IDENTIFIERS- African Americans; Hispanic American Students; *Instructional Conversation

Instructional conversations (ICs) represent an alternative approach to the instruction of culturally and linguistically diverse populations. It has instructional intent, but appears to be a spontaneous conversation with natural language interactions. Successful ICs depend on identification of a text-specific theme that is significant and tied to students' experiences. ICs have been defined by 10 elements: instructional elements that include a thematic focus and conversational elements that encourage spontaneous student participation. This study implemented ICs in an elementary special education class where data were collected via naturalistic observation, videotape, teacher self-report, and interviews conducted over a year and a half with a single teacher. Students, who were Hispanic and African-American, ranged in age from 6 to 10 years. Findings show that ICs provide a holistic context for learning, in particular, the use of a theme to guide the discussion about a story lead to a more cohesive focus during the lesson and seem to facilitate attention. ICs promote oral participation and student-to-student interaction. For an IC lesson to be successful, the special education teacher must make adaptations for students with learning disabilities. (Contains 46 references.) (JP)

ED 365 137 FL 021 728

Tucker, G. Richard, Ed.
Policy and Practice in the Education of Culturally and Linguistically Diverse Students.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Cognitive Development; Communicative Competence (Languages); *Cultural Differences; *Curriculum Development; Educational Needs; English (Second Language); Information Dissemination; *Instructional Materials; Language Proficiency; Second Language Learning; *Student Needs; *Student Placement; *Teacher Education; Verbal Ability
IDENTIFIERS- *Diversity (Student)

The numbers of culturally and linguistically diverse students in classrooms at all levels of study are increasing dramatically.

HVE include the following: the increasing possibilities of information technology; the changing socioeconomic needs with reference to higher education; and the role of the government, in particular the change in legal and financial regulations. In the past decade, important policy changes have taken place with respect to higher education. A movement toward the consolidation of institutes has been launched to obtain a more acceptable level of organizational effectiveness. Autonomy, diversification, and financial responsibility are the core elements of the reform movement whose goals are greater efficiency and enhancement of educational quality. Business economics, commercial business economics, and business information technology study programs attract the large majority of students in full-time and part-time education. Section 3 provides descriptions of 10 HVE institutes that offer these three programs. Each description includes address and telephone number, director, features of the institute, organization of education, and part-time course. (Contains 41 references.) (YLB)

ED 364 669            CE 065 145

Boom, W. J. G., van den; Schulsmans, K. H. L. A.
The Didactics of Open Education--Background, Analysis and
  Approaches.
PUB DATE- 89
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Philosophy;
  *Educational Psychology; Educational Research; *Educational
  Theories; Foreign Countries; Higher Education; Literature
  Reviews; Models; *Open Education; Open Universities
IDENTIFIERS- *Netherlands

An investigation of the phenomenon of open education (OE) was based on three questions. To answer why OE has received so much attention, researchers surveyed and analyzed arguments that influenced thinking about OE and establishment of OE institutes. To answer the question concerning the defining characteristics of OE, researchers took the following steps: investigated how the concept of OE was defined in publications that laid the foundation for the establishment of the Open University of the Netherlands (OU); analyzed publications about institutes of OE and about OE in general with regard to the manner in which the concept is used; and conducted a survey among personnel at the OU. Results showed very little agreement concerning the precise implications of the concept. Researchers developed an integrated model and instrument for analyzing OE. To answer the question concerning how open the OU is, researchers applied the integrated model and instrument. A second part of the study defined basic concepts of a general didactic nature. General didactic and educational literature and the didactic models used were investigated. Since existing models and definitions were not sufficiently comprehensive, central concepts were defined so that they applied to open higher education for adults. A didactic model was developed that placed emphasis on the didactic functions that must be fulfilled in education and on the manner in which these functions must be embodied by the education and the student. (Contains 98 references.) (YLB)

ED 364 670            CE 065 146

IDENTIFIERS- *Alaska
This gender equity module is designed to assist teachers and counselors with a tool for students considering nontraditional as well as traditional careers. It provides biographical sketches of 12 Alaskans who have explored nontraditional occupations, career path information, and classroom activities that encourage exploration of nontraditional career options. The first-person sketches include insights and opinions about nontraditional employment in Alaska. These occupations are represented: site supervisor, construction laborer, military officer, elementary teacher, homemaker, civil engineer, registered nurse, child care worker, dental hygienist, librarian, law enforcement officer, and government executive. Sex Equity Regulations, Alaska Department of Education, are appended. (YLB)

ED 364 688 CE 065 176

A Symposium on Germany's Education and Training System (Albany, Rochester, Melville and New York City, New York, June 21-25, 1993). Final Report.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Apprenticeships; *Conferences; *Educational Practices; *Education Work Relationship; Foreign Countries; Noncollege Bound Students; Postsecondary Education; Program Effectiveness; Secondary Education; Transitional Programs; *Vocational Education; *Youth Programs
IDENTIFIERS- *Germany
In June 1993, a symposium was held in New York City, Albany, Rochester, and Long Island to introduce the German "dual system" of education and training for youth making the school-to-work transition. Four representatives of the German education and training system and more than 500 representatives of New York's business, labor, education, and government communities attended 2-hour symposium sessions in the 4 cities. Each session included 1 hour for presentations and 1 hour for questions and answers. Informal feedback and formal evaluation comments regarding the symposium were overwhelmingly positive. According to local session facilitators, the symposium had the following effects: helped Rochester businesspersons and educators envision the eventual benefits of the youth apprenticeship model that they are now developing, allowed tech prep participants at Monroe Community College to see apprenticeship as a model in which tech prep can serve as the related instruction component, increased Long Island participants' understanding of the role of apprenticeship in work force preparation, and gave New York City participants greater insight into job training in another country. (Appended are brief biographies of the symposium speakers, related correspondence, a related newspaper article, and a list of questions from the symposium audience.) (MN)

ED 364 689 CE 065 177

Consol, Colleen; Falagrady, Teresa
Communication and Problem-Solving in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Dec 93
NOTE- 33p.; For related modules, see CE 065 178-181.

Sensory Changes in Later Life. A Pacific Northwest Extension Publication. PNW 196. Revised.
PUB DATE- May 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Development; Adult Education; *Aging (Individuals); Auditory Perception; *Coping; Extension Education; Hearing Impairments; *Helping Relationship; *Home Economics; *Older Adults; *Sensory Aids; Sensory Integration; Tactual Perception; Visual Impairments; Visual Perception
IDENTIFIERS- Olfactory Sense; Touch

This booklet is designed to help persons who have elderly family members or who work with older adults understand and help compensate for the sensory changes that occur in later life. It contains sections on vision, hearing, taste and smell, and touch. Discussed in the section on vision are the following: common age-related changes, eye diseases or conditions, low vision aids, suggestions for helping individuals experiencing loss of vision or severe vision problems, types of eye care professionals, and related resource materials and organizations. The section on hearing includes information on these topics: types of hearing loss, reactions to hearing loss, ways of helping persons with hearing loss, sources of medical help, and the benefits and use of hearing aids. Included in the section on taste and smell are a description of common age-related changes in senses of touch and smell and ways of helping persons with taste or smell disorders. Age-related changes in sense of touch, precautionary measures to compensate for changes in sense of touch, and "touch hunger" are examined in the section on touch. The importance of attitude in coping with age-related sensory changes is emphasized. Concluding the booklet is a listing of related extension service publications on aging and aging-related problems. (MN)

ED 364 710 CE 065 221

Schmall, Vicki L.; Cleland, Marilyn
Helping Memory-Impaired Elders: A Guide for Caregivers. A Pacific Northwest Extension Publication. PNW 314.
PUB DATE- Jul 88
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Aging (Individuals); Alzheimers Disease; *Caregivers; *Coping; Extension Education; Frail Elderly; *Helping Relationship; Home Economics; *Memory; *Older Adults
IDENTIFIERS- *Memory Deficits

This cooperative extension bulletin is designed to help family and professional caregivers understand dementia in later life and learn to cope more effectively with the changes resulting from a progressive dementing illness. The first three sections describe the differences between senility and dementia, causes of dementia, and adjustments that families of dementia patients must make. The next two sections present a series of self-care guidelines for caregivers and general guidelines. Included among the guidelines discussed are the following: learn about the disease, ask for and accept help, maintain meaningful relationships, take breaks from caregiving, understand and

(David Pucel); "Special Programs for Special Needs Students" (Michelle Sarkees); "The Relationship of History to the Future of Vocational Education" (Angelo Gilli); "Issues in Vocational Education" (Curtis Finch, John Hillison); "The Image of the Profession of Vocational Education" (Lynne Gilli); "A Vision of the Next Ten Years" (Jane Ruff); and "The Role of Vocational Education in Preparing Students for the Future" (Albert Pautler). "Bibliography of Review and Synthesis Literature Concerning Vocational and Technical Education" (Charles Doty) gives a perspective of 30 areas of potential problems of any educational endeavor and lists those review and synthesis papers generated from the mid-1960s to August 1988. Author biographies are appended. (YLB)

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ED 364 728          CE 065 277

Wellington, Jerry; And Others
The Work Related Curriculum. Challenging the Vocational Imperative. New Developments in Vocational Education Series.
PUB DATE- 93
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Educational Policy; *Education Work Relationship; Foreign Countries; Futures (of Society); Information Technology; *Labor Force Development; Labor Needs; Personnel Selection; Postsecondary Education; *Role of Education; Secondary Education; *Sex Fairness; *Technological Advancement; Transfer of Training; *Vocational Education
IDENTIFIERS- *United Kingdom

This book brings critical analysis from a number of prominent contributors to explore current vocational education provision for the 14-19 age group in the United Kingdom. Section 1, The Evolution of the Work-Related Curriculum, contains three chapters: "The Growth of the Vocational Imperative: Initiatives, Trends, and Language Games" (J. J. Wellington); "Connecting Curriculum to Work: Past Patterns, Current Initiatives, and Future Issues" (an interview with Tony Watts); and "The Importance of the Institution: The Case of the Technical and Vocational Education Initiative" (David Finegold). Section 2, Education for Employment?, consists of two chapters: "Fit for Work? Recruitment Processes and the 'Needs of Industry'" (J. J. Wellington) and "Restoring the Implicit Promise in Schooling? Observations of Compact in Action" (J. J. Wellington). Two chapters comprise Section 3 on New Technology and the Vocational Imperative: "The Technological Bandwagon: New Technology and the Drive for 'Relevance'" and "Responding to the Technological Imperative: Two Examples of the City Technology College Program in Practice" (J. J. Wellington). Section 4, Student Identity and the Work-Related Curriculum: Vocational Initiatives Make Way for a New ERA Education Reform Act , contains three chapters: "Gender Equality in the Work-Related Curriculum: Policies and Practices in One Region" (Val Millman); "Great Accidents in History: Vocationalist Innovations, the National Curriculum, and Pupil Identity" (Maggie MacLure, Ian Stronach); and "The Rise and Fall of the Work-Related Curriculum" (Ian Jamieson). Two papers are found in Section 5, The Education-Work Relationship for the Future: "Education and the World of Work: Clarifying the Contemporary Debate" (Wilfred Carr) and "The Changing Nature of Work: Responses from Education" (William Richardson). The book ends with "Concluding Remarks: The Vocational Imperative: Which Way Now?" (J. J. Wellington).

automotive parts manufacturing company that was restructuring to implement a "high-performance" model of team organization, worker responsibility for quality control, and a pay-for-knowledge compensation system. The study focused on the formal and informal educational practices from which 480 workers organized into 19 production teams (ranging in size from 3 to 88 members) learned and taught literacy skills. The teams were observed from four vantage points: on production lines manufacturing parts from raw materials, on assembly lines building products from component parts, over the shoulders of workers operating machines, and from a distance to view the team as a whole. Those workers who had lower literacy levels or fewer educational credentials than most of the plant's employees were found to face more educational demands and more limited opportunities for learning than their more highly skilled and educated counterparts did. Although the high-performance model stimulated innovative teaching approaches, including some strategies developed specifically for or by skills-poor workers, most of the approaches proved inadequate to enable the less literate and educated workers to overcome their poor position and improve their literacy skills. (Contains 12 figures/exhibits.) (MN)

ED 364 748          CE 065 315

Wikelund, Karen Reed
Motivations for Learning: Voices of Women Welfare Reform Participants.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Career Planning; Educational Attitudes; *Females; *Learning Motivation; *Literacy Education; Participation; *Welfare Recipients
IDENTIFIERS- *Welfare Reform

A study examined the experiences and perceptions of 27 female welfare recipients who were required to go back to school or lose their welfare benefits. The women were observed as they participated in a highly interactive career and life planning (C&LP) class that met 5.5 hours per day 4 days per week for 1 month. A random sample of the women was questioned informally in small-group and individual conversations, and formal open-ended individual interviews were administered to 15 of the women 5 to 6 months after the class. Quantitative data available from other databases, including the Pathways to Progress database and the Oregon National Adult Literacy Survey database, were also analyzed. The women studied had all been reluctant to participate in the C&LP class, and most would not have enrolled if not faced with cutoff of their welfare benefits. Formal education had not been a positive experience for the women; nevertheless, they identified reasons for wanting further education and training. The C&LP class helped most of the women begin ridding themselves of internalized feelings of inadequacy and begin preparing to make further changes. Welfare reform educational programs were deemed potentially promising alternative interventions to stimulate adult literacy development. (Contains 30 references.) (MN)

ED 364 749          CE 065 316

and men, its effect was greater for men. The most important variable affecting earnings of both genders was not education but occupation. The magnitude of this effect was larger for women than men. The implication was that narrowing the gender gap further would require breaking down gender barriers in certain higher paying occupations and that this was where secondary and postsecondary vocational education had a role to play. Noble (1992) pointed out that to the majority of women, the relevant issue was being stuck on the "sticky floor" of low wage occupations. High school and postsecondary vocational-technical education would have great potential to free women from the sticky floor by opening doors to high skills/high wage blue-collar technical occupations in the manufacturing, construction, communications, and transportation sectors. (YLB)

ED 364 766          CE 065 389

Inkret, Anne; Peterson, April Crandell
Vocational Decision-Making: A Dilemma for Brain Injury Survivors and Their Counselors.
PUB DATE- Dec 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Career Choice; *Career Counseling; Career Planning; *Counseling Effectiveness; *Counselor Client Relationship; *Counselor Role; *Neurological Impairments; Psychotherapy

A study investigated the influence and effectiveness of career counselors and psychotherapists in facilitating positive life planning for persons recovering from traumatic brain injuries. Information was collected through a personal survey of 13 fairly highly functioning adult members of a head injury support group. Respondents answered in writing or orally; some had help in reading the instrument or in offering their responses. Of the 13 survey participants, 9 had seen a vocational counselor and 10 had seen a psychotherapist at least once. Of these people, 60 percent found psychotherapy helpful and 33 percent found vocational counseling helpful in developing employment plans. The study found a wide range of vocational counseling and psychotherapeutic experiences for individuals recovering from traumatic brain injuries. Decision making and vocational planning were complicated by obvious disabilities and by the misconceptions of medical and mental health professionals regarding prognosis, recovery, and rehabilitation. Vocational counselors, occupational therapists, and psychotherapists played an important role in reestablishing the self-image during recovery. Influence in decision making for the study participants came mainly from themselves, family members, and friends. Persons who found psychotherapy and vocational counseling relevant and supportive included practitioners of these professions as part of their support systems. The study also found that the first session of brain injury survivor and counselor is critical. The study concluded that there is a need for additional training and funding for counselors and psychotherapists who work with brain injury survivors and persons with other disabilities, since they influence considerably the recovery process of brain-injury survivors. (Contains 11 references.) (KC)

ED 364 767          CE 065 391

Roberts, Judy

mentorees using school record data. Surveys were developed and administered to 119 adolescents in grades 8 through 12 who were mentorees in the program and 77 community and business persons from the local communities who served as mentors. Focus groups were used to gather data that were unavailable to the researchers using more traditional methods. Very few items on the survey instrument indicated strong differences between mentors and mentorees, suggesting that the process of mentorship is experienced similarly by both groups. However, the mentors tended to rank the items higher across the board, while mentorees' responses indicated a greater range of responses. Males and females showed a significant difference in their responses to the importance of discussing home problems. Four items supported the idea that students are less reluctant to discuss certain issues as they grow older: encouraging the students, tutoring mathematics, talking about discipline, and solving student problems. Focus group data revealed that the most important element of mentorship for the students was talking. (Author/NB)

ED 364 785          CG 025 104

Van Opdorp, Beth McMenamin
A Content Analysis and Comparison of Themes in Fiction with the Subject of an Alcoholic Parent Written for Children Ages Ten to Fourteen Years in the Sixties and in the Eighties. A Report.
PUB DATE- Dec 93
NOTE- 33p.; Requirements for LIBS 571.
LANGUAGE- English
EDRS Price-  MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Literature; Adolescents; *Alcoholism; Content Analysis; *Fiction; *Novels; *Parent Child Relationship; Preadolescents; Trend Analysis
IDENTIFIERS- Children of Alcoholics

This study explored the themes in children's fiction with the subject of an alcoholic parent and evaluated the treatment of the subject in novels from the 1960s and the 1980s. It was hypothesized that, compared to writings from the 1960s, writings from the 1980s would more often contain references to the disease concept of alcoholism, would more frequently mention sources of help such as Alcoholics Anonymous (AA) or adult resource people, and would more often present a resolution of the problem. The hypotheses were tested by a content analysis of themes in 10 novels from the 1960s and 10 novels from the 1980s. All novels were listed in "The Bookfinder" under the subject heading "Alcoholism, of Father" or "Alcoholism, of Mother" and were recommended for children between the ages of 10 and 14 years. The findings revealed that the disease concept of alcoholism received almost even coverage in both decades in 11 of 20 titles considered. There were more mentions of AA in the 1980s books and more mentions of Alateen in the 1960s books. There were almost twice as many effectual adults portrayed in the 1980s books than in the 1960s books. This is the most striking difference between the two decades. The findings suggest a movement in the 1980s toward more illustration of help for the alcoholic and the child, and the portrayal of adults as effectual, supportive, or directly involved. The rating instrument is included. (NB)

ED 364 786          CG 025 105

Janowiak, John J.

the non-school voluntary sector makes sense, and a sampling of supportive theories. The document concludes that there is a strong case for strengthening and better defining the role of community programs in youth development. "Communities and Adolescents: An Exploration of Reciprocal Supports" is appended. A 10-page bibliography is included. (NB)

ED 364 805 CG 025 128

Cohen, Michael J.
Well Mind, Well Earth: 97 Environmentally Sensitive Activities for Stress Management, Spirit and Self-Esteem. Continuing Education Training Manual: Environmental Education Ethics and Counseling Psychology.
PUB DATE- Aug 93
NOTE- 142p.; For the companion volume "Connecting with Nature," see ED 315 296.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Counseling; *Environmental Education; *Ethics; *Outdoor Activities; Psychology; *Self Esteem; *Stress Management; Stress Variables
IDENTIFIERS- *Nature

This document presents an environmental/ethics and counseling psychology training manual. An introductory preview for the manual includes "Green in Green: A study of disconnection, its implications and rectification" by Michael J. Cohen. This preview describes a study that helps readers to identify their natural old-brain as well as their culturally trained new-brain ways of knowing. The study contains a sampling of "Well Mind, Well Earth" nature-connecting activities. The manual itself presents activities and concepts from many areas of modern life. In order to help the reader beneficially become more integrated and balanced, it incorporates and unifies interdisciplinary and cross-cultural experiences. It offers 90 days of unique personal experiences, activities, and concepts that catalyze responsible growth and change through participatory contact with the natural world. The first five chapters are included under Section I, The War for Peace of Mind. Nine chapters are contained in Section II, Feelings are Facts, and an additional nine chapters are presented in Section III, Connecting With Us. Section IV, The Disconnectors, contains three chapters on alienation, prejudice against nature, and nature abandoned. Section V, Empowering Us, includes chapters on strengthening natural senses, fulfillment, and liferaft. Section VI contains four chapters on Interpretation, Theory, and Potential. The final section of the guide contains the appendices. Included are references, a brief description of The World Peace University, a summary of Project NatureConnect, and a form to obtain further information. (NB)

ED 364 806 CG 025 129

Everyday Decisions. An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 27p.; For other "Actions for Health" books see CG 025 130-134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Literature Reviews; Parent Participation; *Program Effectiveness; Program Implementation; Research Needs; *Student Centered Curriculum; Theory Practice Relationship; *Whole Language Approach

The "whole language approach" has generated much controversy among educators, who have agreed on the importance of language in the early years but have not reached consensus on the most effective approach to employ. Whole language is viewed as a developmental process. Research, conducted since the mid-1980s, has shown that whole language is an approach to teaching language arts which makes language more meaningful, purposeful, and whole. A review of the literature on whole language indicates that there is no step-by-step recipe for implementing whole language in the classroom. Implementing a child-centered curriculum, immersing children in literature, building lessons around a theme-based unit, stressing language experience, and involving parents in the process are crucial elements in the whole language approach. Identification of critical issues will do much to clear up the many myths and misconceptions of the whole language approach. Teachers must invest in becoming skilled at the method if they plan to use it effectively. The preponderance of research indicates that the whole language approach appears to be a technique that promotes both social and civic competencies within children. In spite of the popularity of the whole language approach with school districts, few school districts have objectively evaluated the effectiveness of the approach. There is a need to conduct empirical and experimental studies to scientifically validate the usefulness of the approach. (RS)

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ED 364 829 CS 011 470

Andrews, Sharon Vincz
Two Hundred Years of Values Teaching in Reading Textbooks.
PUB DATE- 1 Dec 93
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Childrens Literature; Content Analysis; Educational History; Educational Trends; Elementary Education; Reading Research; *Values; *Values Education
IDENTIFIERS- Historical Background

A study examined the reading values taught in reading textbooks over 200 years, including the top seven basals in use in U.S. public schools through 1995. A rare books collection at a university library was the major source of data. Value "labels" were determined for each selection. Results indicated that: (1) the average reader of 100 years ago taught some values in approximately 65% of the selections in the book, while the average number of selections with value content today is 35%; (2) the values of today are not only quantitatively different from the values of yesterday, they are also qualitatively different--from virtue, honesty, obedience, purity to good self-concept, appreciation of difference, and regard for nature. Findings suggest that one current direction of values teaching indicates that the use of children's literature and inquiry cycles will provide the context for "lived-values" in the classroom of the future, making textbooks a resource rather than "the curriculum." (Two figures of data are included.) (RS) orientations. Readers in the understanding-oriented processing mode did not, however, show significantly superior performance on the understanding measure. Readers using text-based comprehension aids for each processing orientation performed significantly higher on each of the outcome measures than readers generating their own comprehension aids for each processing orientation. Findings suggest that teachers should determine a reader's amount of prior knowledge on the reading topic before encouraging the reader to engage in a generative activity; and the way students read and study text information affects the way they comprehend and recall. (Three tables of data are included. Contains 30 references.) (Author/RS)

ED 364 848 CS 011 489

Paratore, Jeanne R.; And Others
Learning from Home Literacies: Inviting Parents To Contribute to Literacy Portfolios.
PUB DATE- Dec 93
NOTE- 35p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Grade 1; *Literacy; *Parent Participation; Parent Student Relationship; *Portfolios (Background Materials); Primary Education; Reading Achievement; Reading Research; *Student Evaluation; Writing Achievement; Writing Research
IDENTIFIERS- Emergent Literacy; Portfolio Approach

A study explored the ways information about first-grade children's uses of literacy at home might inform school-based assessment of children's literacy knowledge. Subjects, 10 families (all Caucasian) in a small suburban community of white-collar professionals and administrators and 14 families (Caucasian, Latino, and African-American) in a large urban community, contributed at least three artifacts from the home literacy environment to the children's classroom literacy portfolio. To provide data sources, the artifacts were read and sorted according to category, and how teachers used the artifacts to construct the child's literacy profile was analyzed. Results indicated that: (1) the level of parent participation in the urban setting was higher than the participation in the suburban setting; (2) the artifacts in the two settings presented clear differences in children's purposes and motivation for literacy uses in each community; (3) the process of joining home artifacts with school artifacts provided teachers with a context for assessing the strength of the curriculum as well as knowledge of individual children; and (4) the process of including parents as partners in constructing the portfolio influenced not only the evaluation of the child's literacy, but also the parents' understanding of the classroom and the teachers' understanding of the home. (One table of data and 10 figures representing home literacy artifacts are included; 13 references are attached.) (RS)

ED 364 849 CS 011 490

Gersten, Russell; Woodward, John
Lost Opportunities: A Study of the Education of Language Minority Students in the Intermediate Grades.
PUB DATE- Dec 93
NOTE- 33p.; Paper presented at the Annual Meeting of the National

did not transfer as often from a Chicago public school in a low socioeconomic area, had their scores on the Iowa Tests of Basic Skills compared. Results indicated that students who transferred more than twice during their school career had lower reading achievement scores than those students who did not transfer. (One table of data is included; 11 references are attached.) (RS)

ED 364 867 CS 011 509

Ediger, Marlow
Reading in Technical Education.
PUB DATE- 94
NOTE- 7p.; Filled-in print may affect legibility.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Postsecondary Education; Reading Achievement; Reading Comprehension; *Reading Improvement; *Reading Skills; *Technical Education
IDENTIFIERS- Reading Uses

The technical education student must become a proficient reader so that optimal achievement is possible in the work place. Technical education instructors must be certain that students have mastered the basics in becoming good readers. Students need to be able to read directions accurately and understand the contents. Informal approaches to determining students' reading levels can be used if they are having difficulties in obtaining ideas through the use of symbolic materials. Students need to be able to think critically and read creatively. Students and workers should also read for self-enrichment and wide use of leisure time. Continual progress in reading is a must. Quality sequence in reading experiences should guide the technical education student to become the kind of reader who benefits the work place as well as enriches the self. (RS)

ED 364 868 CS 011 510

Schmidt, Patricia Ruggiano
Reflections on Cultural Conflict: One Teacher's Struggle for Change.
PUB DATE- Dec 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Cultural Awareness; Cultural Education; *Culture Conflict; Educational Change; Ethnography; Kindergarten; *Multicultural Education; Parent Participation; Preschool Teachers; Primary Education; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Literacy as a Social Process; School Culture

An ethnographic case study examined a kindergarten teacher's efforts to promote multicultural literacy learning in her own classroom and school. The teacher taught in a predominantly white, suburban, K-2 elementary school and considered literacy learning as a social process related to community building. The teacher presented her plan for implementing multicultural literacy learning (part of her Master degree project) at a school faculty meeting. Two first-grade teachers, a second-grade teacher, and the ESL teacher expressed interest in effective than receiving no sensory stimuli at all during prewriting. In addition, results showed no significant difference between the effects of auditory stimuli used alone and visual stimuli used alone. (Two tables of data are included; 30 references are attached.) (RS)

ED 364 888 CS 214 124

Downs, Judy R.; Linnehan, Paul J.
Computers as Writing Tutors.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Software Evaluation; *Computer Uses in Education; English Instruction; Higher Education; Instructional Improvement; Skill Development; Tutors; *Writing Instruction; Writing Laboratories
IDENTIFIERS- *BASIC SKILLS Software Program; *Computer Assisted Writing; University of Tampa FL

Two years ago the University of Tampa acquired the "BASIC SKILLS" software program developed by Computer Systems Research to help underprepared students bring their reading, writing, and mathematical skills up to college levels. Two studies were undertaken to determine the effectiveness of the software and to establish the most effective methods for using it. One study focused on regular freshman composition classes, while the other sampled developmental writing courses. The results most favorable for the use of the program came from the research into freshman composition groups. These results suggest that using the program regularly may help to improve student performance. Students working with the program had fewer sentence level mistakes and said that they enjoyed using the program. The results from the research focused on developmental writers showed surprising trends. Students using the program actually tended to increase the number of errors over time. Factors regarding the small number of sampled students may have overly influenced these findings. Student motivation increases as the use of the computer program is more directed toward individual student weaknesses. But it is difficult to explain the consistent increase of errors as developmental students used the program regularly. Overall, findings caution against overgeneralization regarding the effectiveness of the "BASIC SKILLS" program. Additionally, regular composition students seem more suited to the program than basic writers. (HB)

ED 364 889 CS 214 125

Hamberger, Nan Marie; Moore, Robert L.
Breaking the Boundaries: Using the Writing Experience To Examine the Conflicts between Personal and "American" Democratic Ideals in the Schoolroom.
PUB DATE- 19 Mar 93
NOTE- 14p.; Paper presented at the Annual National Council of Teachers of English Spring Conference (Richmond, VA, March 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports -

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Higher Education; *Rhetoric; Rhetorical Theory; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Classical Rhetoric; *Perelman (Chaim); Rhetorical Strategies

This paper highlights and applies past inventional theory to current critical thinking and writing practices. The paper provides a contextual background to capture the tension between opposed sides in the college composition discipline regarding the usefulness of elements of the classical rhetorical tradition. Next, the paper reviews one well-known ancient technique from Quintilian (a three-question heuristic for creative and critical thought). The paper then presents a speculative exploration of Chaim Perelman's theory of "presence" as a critical topos, which concerns the rhetorical strategies of concreteness, repetition, illustration, evocative imagery, and dramatic devices such as "hypotyposis," "sermocinatio," dialogism, analogy, and metaphor. The paper concludes that Perelman's theory of presence could be taught to students both as a heuristic for writing and a critical tool for studying how argumentation is built along strongly emotional lines. (Contains 51 references.) (RS)

ED 364 909 CS 214 149

Maddem, D.; Laurence, D.
An Examination of College Writing Skills: Have They Deteriorated?
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Educational Trends; Grammar; Higher Education; Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- Writing Style

A study investigated whether college students' writing skills have deteriorated in recent years. Writing samples from upper-level undergraduate or first-year graduate courses from 1956 (at a public university), 1965 (at a private university), and from 1978 and 1993 (at a private college) were examined. Samples were analyzed for errors in spelling, vocabulary, grammar, and punctuation as well as for style. Results indicated that college students' writing ability has declined. Findings suggest that this decline in writing skills and the debate about how and where to offer instruction must end; otherwise, there may be no one left who has enough knowledge of the structure of the English language and sufficient writing skills to provide the necessary instruction and guidance to reverse the trend. (Two charts of data are included; 17 references are attached.) (Author/RS)

ED 364 910 CS 214 150

Abordonado, Valentina M.
Gertrude Buck's Theory of Discourse: A New Historical Perspective.
PUB DATE- 1 Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Organizational Objectives; Schemata (Cognition)
IDENTIFIERS- Communication Behavior; *Communication Strategies; *Professional Concerns

Professional communicators are often called upon to announce changes at places of business and to implement them in a timely fashion. One approach that works (and minimizes confusion) is to plan carefully to achieve three key objectives: Understanding, Support, and Action (USA). To promote understanding, those who have decided on the change should be willing to share the information that needs to be communicated with those who are to communicate the change. To enlist support, people's concerns about how the change will affect them should be addressed. To motivate action, clear explanations of what is to be done and how the task is to be accomplished, along with reasons for the change, should be offered. To successfully communicate change, the implications for all concerned should be addressed. (NKA)

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ED 364 930 CS 508 409

Clipson, Timothy W., Ed.; Bayless, Marsha L., Ed.
Refereed Proceedings of the Annual Meeting of the Southwest Region of the Association for Business Communication (New Orleans, Louisiana, March 4-5, 1993).
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Communication; *Communication Skills; Course Descriptions; Curriculum Development; Educational Technology; *Ethics; Higher Education; Intercultural Communication; Internship Programs; Job Search Methods; *Teaching Methods; Writing Skills
IDENTIFIERS- Communication Strategies; Writing Contexts

Papers presented in the proceedings discuss: business communication skills; job searching; technology; effective oral communication skills; ethics; and innovative instruction in business communication classes. Papers are: "Communication Skills in Employment Ads of Major United States Newspapers" (M. Casady and F. S. Wayne); "A Collegiate Model for Identifying Desired Workplace Basics and Developing Appropriate Curriculum" (N. B. Erickson); "A Career Development Model for Integrating Report Writing, Job Search, and Application Papers" (H. Turner and B. Chaney); "College Students' Perceptions of What Should Be Included in a Resume" (J. D. Rucker and J. A. Sellers); "Handwriting: A Hidden Employment Criterion" (T. D. Roach and S. Bevill); "The Faculty Desktop: An Analysis of Current Communication Parameters" (M. L. Bayless and B. S. Johnson); "Technological Tools Used by Communication Professionals" (D. A. Goings and others); "The United States and Latin America: A Comparison of Selected Cultural Dimensions in the Business Environment and the Effect of Communication" (S. S. Benoit and B. A. Kleen); "Format and Focus of Intercultural Communication Training Provided by Selected U.S. International Firms" (R. H. Krapels and L. H. Chaney); "Communicating across the Borders" (J. C. Nixon and J. F. West); "Regional Differences and Business Students' Perceptions of the Importance of Verbal and Nonverbal Communication Skills Needed for Business Success" (M. E. Bradshaw and L. H. Chaney); "Demographic and Trait-Related Correlates of Public Speaking Anxiety" (M. E. Murray and D. D. DuFrene); "Distracting Speaker's Actions and Habits" (T. W. Clipson and M. C. Young); "Informal Communications: Opening the Window" (C. D. Ramser); "Improving Word Originating Skills in

PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Elementary Secondary Education; Emerging Occupations; Futures (of Society); Holistic Approach; Job Skills; Labor Market; *School Business Relationship; *School Restructuring
IDENTIFIERS- *Springfield Public Schools MA

This paper describes the need for systemic educational reform in view of the gap between students who are adequately prepared for tomorrow's jobs and the needs of business/industry. Rapid changes in the workplace--fueled by technological advances, altered family structures, expectations of varied and higher performance skills, and an increase of women and minorities into the labor force--have created an economic imperative for America to improve its schools. It is argued that systemic educational reform is necessary to adequately prepare the American worker for competition in the global market place. In this paper, the superintendent of Springfield, Massachusetts, Public Schools describes the components of systemic change; school choice; parent involvement; business-school partnerships; school restructuring; high expectations and standards; increased teacher salaries; a nurturing school role; staff development; and school-based management. The Springfield School District's efforts in systemic educational change are highlighted--a parental involvement program, a task force on major issues, training for school-based management, the development of business-school partnerships, and a 2-year restructuring plan. The experiences of a business-school partnership in Catawba County, North Carolina, are also described. (LMI)

ED 364 950 EA 025 481

McKenzie, Jamieson A.; Ruetschlin, David M., Ed.
Administrators at Risk: Tools and Technologies for Securing Your Future.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Computer Uses in Education; *Educational Change; *Educational Technology; Elementary Secondary Education; Futures (of Society); Hypermedia; *Information Technology; School Restructuring; Technological Advancement; Technological Literacy

This handbook provides innovative ideas for enhancing a learning community for students and faculty and offers administrators a blueprint for surviving into the next decade. The book argues that we are witnessing the final phase of "smokestack education," an outmoded approach to schooling that was designed to fuel an industrial society's need for assembly-line workers. As we enter the Information Age, new technologies are reshaping education. Chapter 2 refines the meaning of systemic reform, teasing out various components crucial to reform and offering a glimpse of how change might manifest itself at local and state levels. The third chapter focuses on systemic reform in Oregon. After briefly discussing the impact of the Oregon Educational Act for the 21st Century in shaping the direction of change in Oregon schools, this chapter features three Oregon districts that are involved in significant reform efforts. Chapter 4 highlights three groups that are key to successful systemic reform--superintendents, school boards, and principals. (LMI)

ED 364 970 EA 025 510

Ghan, Guy W.
Iowa School Reorganization: Where Has It Been and Where Is It Going?
PUB DATE- Jan 90
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consolidated Schools; Elementary Secondary Education; Public Schools; *Rural Schools; *School District Reorganization; *School Restructuring
IDENTIFIERS- *Iowa

This document is a collection of five reports on school restructuring in Iowa from 1989 to 1993. The first report summarizes the restructuring activities in Iowa school districts during 1989, addresses problems that developed during the year, and chronicles future restructuring events. It also gives a historical perspective on school restructuring in Iowa. The second report discusses restructuring during 1990, the historical causes of the restructuring period in Iowa schools, and the possibilities for managing change. The major themes of the 1992 report in the third report are the identification and analysis of principles of reorganization actions that are being developed through local initiative, and an examination of expected financial changes. The fourth report on 1993 restructuring, focuses on the decision of 41 school districts to reorganize, the largest number of high school district mergers since 1962. Changes in rural Iowa as reflected in 1990 census data, and data on the influence of the state finance formula on smaller districts are also covered. The fifth report includes an update on the 1993 report, which examines how school districts are perceiving schools as government business units as they enter into whole-grade sharing contracts and eventually move toward reorganization. (JPT)

ED 364 971 EA 025 511

Building Public Support for Education Reform. A Guide.
PUB DATE- 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Local Issues; Public Opinion; *Public Relations; *Public Support; School Restructuring; *State Action; *Statewide

Marshall, Catherine, Ed.
The New Politics of Race and Gender. Education Policy Perspective Series.
PUB DATE- 93
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Curriculum Design; Elementary Secondary Education; *Females; Higher Education; *Minority Groups; *Politics of Education; Racial Discrimination; *Racial Factors; School Choice; School Restructuring; *Women Administrators
IDENTIFIERS- Australia; Israel; United States

This book demonstrates that liberal policy cannot adequately address deep-seated assumptions and traditional practices that undermine minorities and women in schools. Chapters focus on educational policy and its implementation at all levels of school politics in the United States, Australia, and Israel. Part 1, "Cutting Across Race and Gender," includes the following: (1) "Demographic Politics and American Schools: Struggles for Power and Justice" (James Gordon Ward); (2) "Categorical Wars: Zero-Sum Politics and School Finance" (Thomas Timar and Dale Shimasaki); (3) "Accountability, Invisibility, and the Politics of Numbers: School Report Cards and Race" (Carolyn D. Herrington); (4) "Race, Ideology, and the Battle over Curriculum" (Caroline B. Cody, Arthur Woodward, and David Elliott); (5) "The Micro-Politics of Student Voices: Moving from Diversity of Bodies to Diversity of Voices in Schools" (Gary L. Anderson and Kathryn Herr); and (6) "Business Involvement in School Reform: The Rise of the Business Roundtable" (Kathryn Borman, Louis Castenell, and Karen Gallagher). Part 2, "Issues of Race in the Midst of Reform," contains the following chapters: (7) "Race and the Liberal Perspective in Chicago School Reform" (G. Alfred Hess, Jr.); (8) "Democratic Politics and School Improvement: The Potential of Chicago School Reform" (Sharon G. Rollow and Anthony S. Bryk); (9) "Do African American Males Need Race and Gender Segregated Education?: An Educator's Perspective and a Legal Perspective" (Kevin Brown); (10) "Community Politics and the Education of African American Males: Whose Life Is It Anyway?" (Kal Alston); and (11) "Creating an Irresponsible School Choice Program" (Charles L. Glenn). Part 3, "Is There a New Politics of Gender?," contains the following: (12) "The Underrepresentation of Women in School Leadership" (Colleen Bell and Susan Chase); (13) "Politicizing Executive Action: The Case of Hispanic Female Superintendents" (Flora Ida Ortiz and David Jude Ortiz); (14) "Politics of Denial: Gender and Race Issues in Administration" (Catherine Marshall); (15) "The Feminization of the Principalship in Israel: The Trade-off Between Political Power and Cooperative Leadership" (Ellen Goldring and Michael Chen); and (16) "What's Working for Girls?: The Reception of Gender Equity Policy in Two Australian Schools" (Jill Blackmore, Jane Kenway, Sue Willis, and Leonie Rennie). The single chapter in part 4, "Race, Gender, and the Cultural Assumptions of Schooling," by Fazal Rizvi, provides perspectives from a critical policy analysis. References accompany each chapter. (LMI)

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ED 364 992          EA 025 538

White, Julie A.; Wehlage, Gary

setting for approximately 300 academically gifted high school juniors and seniors. Operated by Ball State University, the Academy has created a curriculum with three dimensions--one for learning a core body of knowledge (the Core Curriculum), one for experiencing the process of discovery and exploration (the Exploratory Curriculum), and one for nurturing total growth and cultural enrichment (the Extended Curriculum). Planning for the curriculum involved an assessment of the Academy's context, goals, programs, and learning outcomes. The Core Curriculum includes subject areas in science, mathematics, and humanities, as well as a program of interdisciplinary colloquia. The Exploratory Curriculum consists of research seminars, apprenticeships, and elective courses. The Extended Curriculum consists of the wellness program, community service, cultural events, and other extracurricular activities. All these components work together to produce integrated learning outcomes. (Contains 10 references.) (JDD)

ED 365 011 EC 302 636

Lockwood, Anne Turnbaugh
Gifted and Talented Education: Needed or Not?
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Definitions; Elementary School Students; Elementary Secondary Education; *Enrichment Activities; *Gifted; Grouping (Instructional Purposes); *Instructional Effectiveness; Labeling (of Persons); Program Effectiveness; Secondary School Students; *Special Education; Special Programs; Student Development; Talent; Talent Development

This theme issue presents a variety of viewpoints on the topic of educational programs for gifted and talented students, in three papers by Anne Turnbaugh Lockwood. The first paper, "Beyond the Golden Chromosome," reviews the ideas of Joseph S. Renzulli concerning the definition of giftedness, use of the label of gifted, the need for identification procedures that go beyond test scores, and the need for schoolwide enrichment as implemented through enrichment clusters. The second paper, "The Ones Left Behind," presents the views of Mara Sapon-Shevin, who believes that singling out children for gifted and talented programs means that schools have given up on improving the quality of education for all students, that defining giftedness is irrelevant, and that gifted programs serve as a means of escape for schools from the pressures of vocal and influential parents. In the final paper, "All for Some Or Some for All?," James Vriesacker argues that the present structure of schools inhibits the kind of teaching that will achieve the desired effects, while gifted programs are ineffective in stimulating and furthering the talents of the target population. A commentary by Florence L. Johnson recommends that tracking and ability grouping be dismantled in favor of involving all students in active high-status learning. A list of 10 suggested readings concludes the issue. (JDD)

ED 365 012 EC 302 637

Clarke, Sharon
Facilitating the Inclusion of Mildly Disabled Elementary Students in an Innercity School: A Service Delivery Model.

to the report are: (1) a form for identifying student talent; (2) a teacher nomination worksheet; (3) a form for assessing student talents and gifts; and (4) a project timeline. (JDD)

ED 365 033 EC 302 658

De Morales, Paula
Kakela: Program for Gifted Students in Hawaiian.
PUB DATE- Jul 93
NOTE- 15p.; Prepared at Waiakea High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Cultural Background; *Enrichment Activities; Ethnic Groups; *Gifted; *Hawaiian; *Hawaiians; High Schools; High School Students; Language Acquisition; *Language Fluency; Program Development; Program Effectiveness; Selection; Student Evaluation; Teaching Methods

Kakela, a high school program for students who demonstrate giftedness in Hawaiian, has the goal of producing Hawaiian-fluent speakers with appropriate grammatical skills and knowledge of a large body of Hawaiian literature, culture, and resources. This paper describes the identification/selection process, the instructional delivery plan, the evaluation plan, and post-graduation success. Attached to the report are application procedures, a nomination form, a student self-assessment form, and a description of an assignment to write an autobiography in Hawaiian. (JDD)

ED 365 034 EC 302 659

De Morales, Paula
'Imi Na'auao: Directed Studies in Hawaiian Studies.
PUB DATE- Jul 93
NOTE- 9p.; Prepared at Waiakea High School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Cultural Background; Ethnic Groups; *Gifted; *Hawaiians; High Schools; High School Students; *Independent Study; Program Development; Student Evaluation; *Student Research; Teaching Methods

Imi Na Auao is an independent research program for high school students who demonstrate giftedness and intense interest in the study of Hawaiian culture. The primary objective of Imi Na Auao is to produce students who can use investigative skills and appropriate resources to organize research materials and find an appropriate outlet for a finished product on a Hawaiian topic of interest. This paper describes the target group, the identification/selection process, the instructional delivery plan, evaluation plan, and student successes. Application procedures, evaluation criteria, a nomination form, and an assignment sheet concerning the writing of an autobiography are appended. (JDD)

ED 365 035 EC 302 660

Communicator, Journal of the California Association for the Gifted (CAG), 1993.
PUB DATE- 93
NOTE- 185p.; Individual issues have been separately analyzed; see EC 302 661-665.

plan. (JDD)

ED 365 054 EC 302 679

Servatius, Joanna Dee; And Others
Schools Are for All Kids: The Leadership Challenge. Participant's Manual. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 87p.; For related materials, see EC 302 677-678.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; Educational Change; Educational Cooperation; Elementary Secondary Education; Inservice Education; Instructional Design; *Leadership; *Mainstreaming; Postsecondary Education; *Program Development; School Administration; *School Restructuring; Self Evaluation (Individuals); *Severe Disabilities; Social Integration; Student Needs; Teamwork; Values
IDENTIFIERS- Multiple Intelligences

This participant's manual provides local educational agency/district teams of instructional leaders a way of examining their personal beliefs and values, developing a more inclusionary perspective, and gaining skills for creating schools that work for all students including those with severe disabilities. Team participation is emphasized as administrators, staff, and parents collaboratively develop a vision of all children learning together and a plan for including all students in their neighborhood schools with the instructional adaptations and supports needed to enable each to flourish. The first section of the participant's manual establishes a vision of what integrated programs can be, examines the concept of multiple intelligences, and considers how some schools have successfully integrated their programs. Section II presents the characteristics and needs of three individual learners and calls for participants to plan reasonable classroom participation for each. The third section simulates the planning of a restructured school with a fully integrated program, and emphasizes the implications for leadership strategies. The final section discusses how change occurs in schools and how to address the differing levels of concern of school team members as they plan for further integration. The manual contains group and individual learning activities, discussion questions, and case studies. (A bibliography accompanies each section.) (JDD)

ED 365 055 EC 302 680

Hunt, Pam; And Others
The Regular Class as a Communication Support Group.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 23 Jun 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Problems; Communication Aids (for Disabled); Communication Skills; Connected Discourse; Elementary Education; Interaction; *Interpersonal Communication; *Interpersonal Competence; Mainstreaming;

39 items defines terminology of both Acts. The next section looks at procedures required under the law including: consideration of Section 504 and IDEA eligibility, evaluation procedures, and eligibility determination. A chart then compares specific features of IDEA and Section 504. These are: general purpose, who is protected, educational responsibility, special education versus regular education, funding, accessibility, procedural safeguards, evaluations, identification procedures, and grievance procedures. Next, guidelines for notification, developing an accommodation plan, reevaluation, grievance, and due process are outlined with examples. Five forms used in the County to comply with Section 504 are attached. (DB)

ED 365 074 EC 302 699

Ramcharan-Griffin, Flavia
Development of a Collaborative Speech-Language-Hearing Model for Service Delivery to Mild and Moderately Language Handicapped Students in an Elementary School.
PUB DATE- 14 Oct 93
NOTE- 71p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Techniques; Cooperation; Delivery Systems; Elementary Education; Intervention; *Language Impairments; *Mainstreaming; Models; Peer Teaching; Remedial Instruction; Resource Teachers; *Speech Impairments; Speech Improvement; Student Evaluation; Team Teaching
IDENTIFIERS- *Teacher Collaboration

This paper reports a practicum which attempted to improve delivery of speech language services to children with speech language handicaps in two elementary schools without pulling students out of regular classes. The speech language pathologist (SLP) implemented a collaborative approach with regular teachers providing support in the areas of identifying the student's current level of functioning and planning for intervention specific to the student's area of deficit. Collaboration was also implemented in the review and evaluation of language requirements and materials used in the classroom and the development of techniques to meet the needs of children with diverse academic and cultural backgrounds. Additionally the SLP provided parents with evidence for the effectiveness of classroom based interventions. A team teaching and peer coaching delivery model was used at both school locations. The practicum resulted in services being provided to children previously unserved, to establishing collaborative relationships with some teachers in each school, and to formulating plans to expand the collaborative approach in the following year. Appendices include diagrams illustrating the previous and experimental delivery models, a SLP mission statement, and the 4-year plan for model implementation. (Contains 43 references.) (DB)

ED 365 075 EC 302 700

Barretti, Michael R.
Increasing the Success of Learning Disabled High School Students in Their Transition to the Community College through the Use of Support Services.
PUB DATE- 1 Sep 93
NOTE- 95p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English

linguistic elements; the writing system; and class activities for helping students achieve communicative competence. A concluding section summarizes key points of the framework of particular importance to administrators. A brief bibliography and index are appended. (MSE)

ED 365 093 FL 021 558

Moore, Sarah Jane, Ed.; Morfit, Christine, Ed.
Language and International Studies: A Richard Lambert Perspective.
PUB DATE- 93
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Area Studies; Cross Cultural Studies; Distance Education; Educational Finance; *Educational Needs; Financial Support; Foreign Countries; Foreign Students; Higher Education; *International Educational Exchange; *International Studies; International Trade; Language Maintenance; *Language Planning; Language Proficiency; *Language Role; Public Policy; Second Language Instruction; Second Language Learning; Social Sciences; Uncommonly Taught Languages; Undergraduate Study
IDENTIFIERS- India; Netherlands; Southeast Asian Languages

Selected writings by Richard Lambert on languages and international studies include the following: "Foreign Language Planning in the United States"; "Southeast Asian Language Instruction"; "Implications of the New Dutch National Action Plan for American Foreign Language Policy"; "Distance Education and Foreign Languages"; "A National Plan for a Use-Oriented Foreign Language System"; "Language Policy: An International Perspective"; "Language Instruction for Undergraduates in American Higher Education"; "The National Foreign Language System"; "The Case for a National Foreign Language Center: An Editorial"; "Problem Areas in the Study of Language Attrition"; "Foreign Language Competency"; "Foreign Language Instruction: A National Agenda"; "Surveys of Language-Skill Needs in the United States"; "Language Learning and Language Utilization"; "International Education and International Competency in the United States"; "Foreign Student Flows and the Internationalization of Higher Education"; "DoD, Social Science, and International Studies"; "International Studies and the Undergraduate"; "The Challenge of Internationalization and the Response"; "Foreign Language Use Among International Business Graduates"; "Beyond Growth: Conclusions"; "International Studies: An Overview and Agenda"; "Language and Area Studies Review: Conclusions and Recommendations"; "Patterns of Funding Language and Area Studies"; "Some Minor Pathologies in the American Presence in India"; "An American Education for Students from India"; and "Indian Students and the United States: Cross-Cultural Images." (MSE)

ED 365 094 FL 021 559

North, Brian
The Development of Descriptors on Scales of Language Proficiency. NFLC Occasional Papers.
PUB DATE- Apr 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classification; Communicative Competence (Languages); *Evaluation Criteria; *Item Response Theory;

Spanish). These languages were categorized as the Languages of Wider Teaching. Key areas addressed in this profile include: (1) the place of German in Australian education; (2) issues in the teaching of German including teacher preservice training, language proficiency among teachers of German, and teachers' concerns about the delivery of German language programs; (3) sociolinguistic data on the German-speaking community in Australia; and (4) German as a world language. Findings show that the position of German in Australian education is relatively strong. Numbers of students enrolled in German language courses are on the rise, and availability of German as a Language Other Than English (LOTE) in primary, secondary, and tertiary education is also increasing. Some problematic issues affecting German in Australian education are discussed and recommendations are offered. Appendices contain a bibliography, a list of scholarships and in-country education, a list of individuals consulted, and an attitudinal survey form. (Contains 101 references.) (JP)

ED 365 115          FL 021 674

Allen, Michael G.; Alley, David
Foreign Language Study in Georgia Middle Schools.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price-  MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Course Organization; *Curriculum Design; Elementary School Students; Grading; Instructional Materials; Intermediate Grades; *Introductory Courses; Junior High Schools; Junior High School Students; Language Enrollment; Language Teachers; Learning Readiness; *Middle Schools; Program Design; Questionnaires; Second Language Instruction; *Second Language Programs; State Surveys; Student Characteristics; *Teacher Characteristics; Teacher Qualifications; Teacher Responsibility; Time Factors (Learning)
IDENTIFIERS- *Georgia; Middle School Students

There are many compelling reasons for introducing foreign language study at the middle school level. Adolescents are initiating new and higher levels of cognitive processing, their curiosity is high, and they are concerned with intellectual, philosophical, biological, sociological, moral, and ethical issues. A survey of 82 middle school foreign language programs in Georgia investigated the characteristics of the schools, program teachers and administrators, program design and content, language enrollment as a percentage of overall enrollment, instructional materials, curriculum design and emphases, and grading practices. Analysis of survey responses by school principals and program teachers revealed the following: a high percentage of teachers had specialist degrees (unspecified); many teachers had substantial years of experience; the most common program design is exploratory instruction for 6 weeks; while many programs report using texts, these are most likely high school texts, which may be inappropriate; it appears that many teachers write the curricula themselves; and language learning expectations are high despite short time periods assigned to language study. Compiled responses are presented and the 21-item questionnaire is appended. (MSE)

ED 365 116          FL 021 692

In addition, the available information indicates that in general they are not performing well scholastically. Five articles address this issue; they are remarks from a 1992 symposium of members from the Teachers of English to Speakers of Other Languages and from the American Educational Research Association. The article titles and authors follow: "Cognitive Academic Language Needs of Culturally and Linguistically Diverse Students" (Merrill Swain); "Assessing the Academic and Cognitive Growth of Culturally and Linguistically Diverse Students" (Else V. Hamayan); "Current Directions in Curriculum Development and Materials Preparation for Culturally and Linguistically Diverse Students" (JoAnn Crandall); "Shifting Conceptions of Pedagogical Equity: Preparing Teachers to Teach Linguistically and Culturally Diverse Students" (Donald Freeman); and "Information Dissemination and Collaboration with Diverse Constituencies" (Denise McKeon). (JP)

ED 365 138          FL 021 733

Douglas, Dan, Ed.; Chapelle, Carol, Ed.
A New Decade of Language Testing Research: Selected Papers from the Annual Language Testing Research Colloquium (12th, San Francisco, California, March 1990).
PUB DATE- 93
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Comparative Analysis; Computer Assisted Testing; Diagnostic Tests; Educational Trends; *English (Second Language); English for Academic Purposes; English for Special Purposes; Essays; Foreign Students; Grammar; Item Analysis; Language Proficiency; *Language Tests; Reading Comprehension; Reading Skills; Scoring; Second Languages; Speech Skills; *Standardized Tests; Teaching Assistants; *Test Construction; *Testing; Testing Programs; Test Items; *Test Use; Trend Analysis
IDENTIFIERS- *Summarization

Papers from the conference on language testing include: "Foundations and Directions for a New Decade of Language Testing" (Carol Chapelle, Dan Douglas); "A Comparison of the Abilities Measured by the Cambridge and Educational Testing Service EFL Test Batteries" (Lyle F. Bachman, Fred Davidson, John Foulkes); "Judgments in Language Testing" (J. Charles Alderson); "Testing the Specificity of ESP Reading Skills" (Thom Hudson); "A Comparison of Indices for the Identification of Misfitting Items" (Kyle Perkins, Sheila Brutten); "The Effect of Prompt in Essay Examination" (Mary Spaan); Computer-Assisted Testing of Reading Comprehension: Comparisons Among Multiple-Choice and Open-Ended Scoring Methods" (Grant Henning, Michael Anbar, Carl E. Helm, J. D'Arcy); "The Role of Instructions in Testing Summarizing Ability" (Andrew Cohen); "A Comprehensive Criterion-Referenced Language Testing Project" (James Dean Brown); "A Collaborative/Diagnostic Feedback Model for Testing Foreign Languages" (Elana Shohamy); "The Relationship Between Grammar and Reading in an English for Academic Purposes Test Battery" (J. Charles Alderson); "Assessing Speaking Proficiency in the International English Language Testing System" (D. E. Ingram, Elaine Wylie); "Performance on a General versus a Field-Specific Test of Speaking Proficiency by International Teaching Assistants" (Dan Douglas, Larry Selinker); and Is ESP Testing Justified?" (Caroline Clapham). (MSE)

Valcke, M. M. A.; And Others
Functions and Effects of Support in Open Learning Systems: Outlining Current Empirical Findings.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Ancillary School Services; Counseling Services; Foreign Countries; Guidance Programs; *Helping Relationship; Higher Education; Human Services; Literature Reviews; Needs Assessment; *Open Education; *Open Universities; Research Needs; Social Support Groups
IDENTIFIERS- Netherlands

This document examines support for students in open learning systems (OLS) by clarifying the concept at the theoretical level, looking for empirical support for its potential value, and identifying key variables that constrain approaches to support. Part 1 clarifies two key concepts--support and effects. Part 2 presents the definition of OLS. In Part 3, a structured overview of approaches toward support is presented, resulting in a multidimensional categorization. The demand for or necessity of support facilities is discussed in Part 4. Part 5 introduces the discussion of "functions" of support. Parts 6 and 7 structure the empirical results in relation to the potential benefits of support approaches. First, results are discussed in relation to the OLS. Next, an overview is provided of research results outside the context of OLS that extend the findings presented in Part 6. This two-sided approach to the discussion helps to clarify strengths and shortcomings of support-related research in OLS and implies the integration of the support dimensions, the support functions, and the support effects in terms of study success and persistence. The conclusions in Part 8 lead to a priority list for a research agenda in relation to support in OLS. (Contains 107 references.) (Author/YLB)

ED 364 671 CE 065 147

Kirschner, Paul; And Others
Learning Objectives for Practicals in Institutes of Higher Education in the Netherlands: A Descriptive Study.
PUB DATE- 90
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Attitude Measures; *Behavioral Objectives; Distance Education; Educational Research; Foreign Countries; Higher Education; *Natural Sciences; *Open Universities; *Science Education; Undergraduate Study; *Universities; *Vocational Education
IDENTIFIERS- *Netherlands

A project evaluated general and specific learning objectives for undergraduate science practicals in institutes of higher education in the Netherlands. Of 50 institutes offering education in the natural sciences that were surveyed, 36 returned 2 instruments that were used to determine the perceived importance of the learning objectives and a background questionnaire. Results for university education (UE) and higher vocational education (HVE) obtained in this research were compared with each other and with results of a study of the Open University of the Netherlands (OUN). It was determined that differences between HVE and UE were smaller than

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Communication Skills; Discussion (Teaching Technique); Learning Activities; Learning Modules; Listening Skills; *Literacy Education; *Problem Solving
IDENTIFIERS- *Workplace Literacy

This module is designed to enhance employees' problem-solving abilities by improving their communication skills. The module, which is designed to be presented by a single facilitator in six weekly sessions, focuses on three areas of communication: listening, discussing, and acting. Covered in the module sessions are the role of communication and problem solving in the workplace and the following steps of the problem-solving process: identifying the problem, analyzing it, generating and selecting potential solutions, planning and implementing the solution, and evaluating the solution. Each session outline includes an objective, list of supplemental materials required, session time, activity guidelines, and facilitator's notes. Four handouts are also included. A five-page hands-on sample of an authentic workplace problem is provided along with the problem-solving steps employees took to solve it. A glossary of problem-solving terms and a list of recommended resources conclude the module. (MN)

ED 364 690 CE 065 178

Snapp, Mary
English as a Second Language/Workplace Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Dec 93
NOTE- 34p.; For related modules, see CE 065 177-181.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abbreviations; Adult Basic Education; Behavioral Objectives; *English (Second Language); Learning Activities; Learning Modules; *Literacy Education; *Manufacturing Industry; *Numbers; *Vocabulary Development
IDENTIFIERS- *Workplace Literacy

This learning module is intended as a worksite-specific example of a curriculum that addresses the specific job-related language needs of nonnative speakers of English. The module, which is designed to be presented in three 10-week sessions, focuses on different parts of the work orders typically encountered by workers in two different departments of a manufacturing company. The first session focuses on general information about work orders and identifying important information, and the second session focuses on fabrics, fabric colors and abbreviations, and style numbers. In the third session, the terminology covered in the first two sessions is applied to company operations, including identification of thread colors and headwear styles. Each session outline contains some or all of the following: an objective, list of session topics, list of materials needed, suggested activities, alternate activity, evaluation activities/criteria, and handouts. Also included is a critical tasks list. (MN)

ED 364 691 CE 065 179

accept feelings as normal human responses, make realistic commitments, hope for the best while planning for the worst, join a support group, keep expectations realistic, be consistent, limit choices, use repetition, use memory aids, simplify tasks, encourage recognition rather than recall, make the environment safe, use reminiscence, reassure and praise, and maintain a sense of humor. A section on approaches to special problems examines these topics: driving, managing money, wandering, Sundowner's syndrome, catastrophic reactions, hallucinations and delusions, bathing and grooming, meals, incontinence, hiding and losing things, and communication. A summary and list of resources conclude the booklet. (MN)

ED 364 711            CE 065 222

Schmall, Vicki L.; Stiehl, Ruth E.
Coping with Caregiving: How To Manage Stress When Caring for Elderly Relatives. A Pacific Northwest Extension Publication. PNW 315.
PUB DATE- Feb 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Adult Foster Care; Check Lists; *Coping; Extension Education; *Family Caregivers; *Frail Elderly; *Helping Relationship; Home Economics; *Older Adults; Personal Care Homes; *Stress Management; Well Being

This publication is designed to help persons caring for elderly relatives maintain their own personal well-being while providing good care for their relative. Typical caregivers and caregiving activities are profiled. Two checklists are presented that are designed to help caregivers determine whether they are manifesting the warning signs of stress and identify the causes of their stress. Discussed in a section on stress management are the following basic strategies: set realistic goals and expectations (plan achievable goals and develop realistic expectations); establish limits; ask for and accept help; take care of oneself (express one's feelings, maintain one's health, and take time for oneself); and involve other people (hold a family conference, seek professional assistance, and use community resources). The following topics are covered in a section on caregiving at a distance: establishing a network, thinking before moving the family member requiring care, supporting the local caregiver, and being prepared for dramatic changes. Examined next are the pros and cons of placement in a care facility. A conclusion and list of related publications are provided. (MN)

ED 364 712            CE 065 223

Schmall, Vicki L.; Nay, Tim
Helping Your Older Family Member Handle Finances. A Pacific Northwest Extension Publication. PNW 344.
PUB DATE- Aug 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Banking; *Basic Business Education; Extension Education; Family Caregivers; *Family Involvement; *Helping Relationship; Home Economics; *Money Management;

Appendixes include a glossary, education for employment chronology, and index. (YLB)

ED 364 729 CE 065 278

Coffey, David
Schools and Work: Developments in Vocational Education. Cassell Education Series.
PUB DATE- 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Guidance; *Educational Development; *Educational History; Educational Legislation; Educational Needs; Educational Practices; *Education Work Relationship; Foreign Countries; Guidance Programs; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Great Britain

This book assesses the developing vocational functions of schools in Britain, identifies vocational values and policies, and discovers gaps in provision. Chapter 1 gives a summary analysis of school structural and curricular developments between medieval times and the reign of Victoria that were inspired by vocational or economic influences or had vocational outcomes. Chapter 2 examines educational developments of vocational significance in the Victorian era, focusing on these areas: consolidation of socially stratified schools, their distinctive curricula, their occupational orientations, and the recurring debate about the relative places of the classics, the sciences, and technology in the curriculum. Chapter 3 concentrates on the vocational consequences of those changes occurring between the important Education Acts of 1902 and 1918, focusing particularly on "opinion" about the significance of these changes. Chapter 4 considers the years between the world wars, the period in which vocational guidance service emerged, and analyzes the development and refinement of the vocational thrust in schools. Chapter 5 surveys more recent points of view and initiatives relating to vocational education and assesses changing orientations in schools in response to vocational demand. Future directions for vocational education are mapped out. Notes are found at the end of each chapter. An index is provided. (Author/YLB)

ED 364 730 CE 065 280

Rumble, Greville, Ed.; Oliveira, Joao, Ed.
Vocational Education at a Distance: International Perspectives. New Developments in Vocational Education.
PUB DATE- 92
NOTE- 174p.; Published in association with the International Labour Office.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agricultural Education; Case Studies; College Programs; Computer Science Education; *Delivery Systems; *Distance Education; *Educational Practices; *Educational Technology; Educational Trends; Extension Education; Foreign Countries; Futures (of Society); Industrial Training; International Programs; Management Development; Multimedia Instruction; Online Systems; Open Universities; Postsecondary Education; Program Content; *Program Design; Technology

Lytle, Susan L.; And Others
Initiating Practitioner Inquiry: Adult Literacy Teachers, Tutors, and Administrators Research Their Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Adult Basic Education; *Adult Educators; *Adult Literacy; *Educational Research; *Literacy Education; Research Design; Research Methodology; Research Needs; Research Projects; *Staff Development; Tutors
IDENTIFIERS- Practitioner Involvement (Research); *Teacher Researchers

Inquiry-centered staff development requires that adult literacy practitioners (adult educators, tutors, and administrators) function simultaneously as learners, researchers, and reformers performing the following actions: forming research communities within program or across program sites; using literature and their own experiences to investigate issues in the field collectively; generating research questions and conducting systematic inquiries into teaching, learning, and administration in their own program settings; organizing their research as social and collaborative processes; and disseminating their findings through oral and written presentations. The beginnings of inquiry-centered staff development may be traced to the action research movement of the 1950s and 1960s. The Adult Literacy Practitioner Inquiry Project, which features biweekly seminars, has provided a strategic research site and research method for practitioners to conduct program-based inquiries into daily practice. A study of the design and initiation of inquiry projects by adult literacy practitioners has confirmed that practitioner research identifies and investigates a distinctive set of problems in practice and demonstrates that understanding practice cannot be accomplished by university researchers alone. (Appended is a table detailing practitioner researchers, programs, positions, and research questions. Contains 44 references.) (MN)

ED 364 750 CE 065 317

Wichowski, Chester P.; Walker, Thomas J.
An Investigation of Opinions toward Educational Outcomes.
PUB DATE- 4 Dec 93
NOTE- 35p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 4, 1993). For the report on which this paper is based, see ED 363 801.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Educational Attitudes; Educational Practices; Educational Trends; Elementary Secondary Education; Employer Attitudes; Employment Qualifications; Futures (of Society); *Outcomes of Education; *Statewide Planning; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Pennsylvania

A study explored learning outcomes for secondary students in Pennsylvania. Data were collected in two stages: through a survey of the opinions of 1,089 educators in eastern Pennsylvania (51% response) and through a random sample of 3,364 member of the business and industrial community in the

Development of a Distance Education Network in the OECS. Feasibility Study. Filling a Gap in a Way that Makes Sense. Report of a Consultancy to the Commonwealth of Learning.
PUB DATE- Jun 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; College Programs; *Developing Nations; *Distance Education; *Educational Innovation; *Educational Needs; *Educational Planning; Foreign Countries; Higher Education; Needs Assessment; *Program Development; Statewide Planning
IDENTIFIERS- *Caribbean; Saint Lucia

A study was conducted to determine the feasibility of a distance education network in the Eastern Caribbean. Two types of consultations were completed: a brief site survey of four Eastern Caribbean states (Grenada, Dominica, Antigua, and Saint Lucia) and a workshop in Saint Lucia to which education officials from government agencies and higher education institutions were invited. Through these sessions, information was gathered on the experience and resources of colleges of further education in distance education; the distance education technologies used by the colleges and their associated costs, the educational needs that such a network might address, and the financial opportunities and constraints for such a project. The study found that there is strong interest in distance education among tertiary institutions in the Eastern Caribbean. Television stations exist as means for providing distance education, but educational needs and the availability of other resources have not yet been established. Technical issues emerged with regard to the operation of a television network, and further research is needed to take advantage of opportunities. Finally, the study found that information sharing needs are acute at several levels, and that action, not more studies, is wanted since needs are acute. The study recommended that action steps should be taken to implement the recommendations made in the workshop and that surveys should be made of needs, materials, technical feasibility, and an information clearinghouse. (The report includes the following: a list of 9 references and 10 resources; a list of interviewees and contacts for site visits; the interview protocol and site survey information sheet; the agenda, attendees and overhead transparencies from the workshop in Saint Lucia; and a paper on the educational outreach efforts made by Sir Arthur Lewis Community College in Saint Lucia, presented by Madison Stanislaus.) (KC)

ED 364 768 CE 065 392

Renwick, William; And Others
Distance Education at the University of the West Indies. Report of an Appraisal Carried Out on Behalf of the Commonwealth of Learning.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *College Programs; *Developing Nations; *Distance Education; Economic Development; *Educational Needs; Educational Planning; *Educational Policy; Educational Trends; Foreign Countries; Futures (of Society);

Theoretical Foundations of Yoga Meditation: A Contribution to Self-Actualization and Stress Management.
PUB DATE- 6 Dec 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; *Meditation; *Self Actualization; *Stress Management; Student Needs
IDENTIFIERS- *Yoga

Recent evidence purporting that stress contributes to the development of disorders ranging from depression to cancer to general immunological dysfunction suggests that a concise understanding of stress and stress management techniques is needed in order to develop efficacious interventions. What is needed is an effective, easy-to-learn technique that promotes self-growth while reducing stress. Meditation has been acknowledged as a technique that may fulfill the requirements. Current research on meditation has begun to emphasize the importance of individual differences in cognitive analysis of stress and stress management. In recent years, a number of investigators have reported data indicating profound physiological changes resulting from the practice of meditation. Meditation appears to have several distinct advantages as an aid to personal change. It is a natural and easily learned technique that requires only occasional supervision, which therefore has potential for implementation within the stress management curriculum for college students. The goals of meditation appear to be theoretically similar to Maslow's model of the self-actualized person. While research has indicated a positive relationship between self-actualization and meditation, several methodological problems have been expressed in that research and must be resolved before adequate conclusions can be reached. Since studies report that practitioners of meditation have gained increased emotional stability and reductions of stress as benefits, it may be appropriate to include the instruction of meditation within health education curricula at the university level. (NB)

ED 364 787 CG 025 106

Hoy, Thomas C.
Ethics in Counseling. A Continuing Education Seminar Developed for San Antonio College for Licensed Professional Counselors.
PUB DATE- Jul 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling; *Counselor Training; *Ethics; *Legal Responsibility; *Theory Practice Relationship

This document describes an Ethics in Counseling seminar, a competency-based course designed to bring into focus the issues, standards, legal context, and other information that will help prepare licensed counselors for work in today's world. The seminar described includes case examples and scenarios that will facilitate the application of law and principles of theory into practical use. The intent of the course is to present formal material to the student and provide some informal opportunities for discussion and group interaction. A mission statement is included and anticipated

DESCRIPTORS- *Children; *Decision Making; Elementary Secondary Education; Fiction; *Time Management; Well Being

This document contains two short fictional stories in which children learn to make good decisions about the way they spend their time. The first story concerns a girl who learns to budget her time and complete her homework before doing leisure activities. The second story concerns a boy who had to decide between playing in the soccer league or taking guitar lessons. At the end of each of the two stories, questions are posed to help the reader evaluate the decision making skills of the children in the stories. (NB)

ED 364 807 CG 025 130

What about Me? An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 26p.; For other "Actions for Health" books see CG 025 129-134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Change; *Children; *Coping; Elementary Secondary Education; *Family Life; *Family Structure; Fiction; *Remarriage

This document contains a short fictional story about a young boy who is angry when his mother decides to remarry. The theme of the story is handling family changes. Readers discover how the boy learns that a bigger family, with a stepfather and new stepsiblings, can be fun. (NB)

ED 364 808 CG 025 131

No, No Annette. An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 26p.; For other "Actions for Health" books see CG 025 129-134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Children; *Decision Making; Elementary Secondary Education; Fiction; *Peer Influence

This document contains a short fictional story about a girl who, with the help of a fictional guardian armadillo, learns how to say "no" when her friends want her to do something she thinks is wrong. Readers will learn how to say no without losing their friends. (NB)

ED 364 809 CG 025 132

Misuk and the Totally Stressed-Out Day. An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 27p.; For other "Actions for Health" books see CG 025 129-134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Children; *Decision Making; Elementary Secondary Education; Fiction; *Homework; *Stress Management; *Stress Variables

ED 364 830 CS 011 471

Stahl, Steven A.; And Others
The Effects of Whole Language Instruction: An Update and a Reappraisal.
PUB DATE- Dec 93
NOTE- 34p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Education; Elementary School Students; *Evaluation Methods; *Instructional Effectiveness; Meta Analysis; Reading Achievement; *Reading Instruction; Reading Research; Research Methodology; Student Attitudes; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Educational Issues

A study reviewed the effects of the whole language movement. Two forms of analysis were used: meta-analysis, and a simple "vote-counting" procedure. Quantitative studies that compared a whole language and a traditional (or basal reading) approach, published between 1988 and 1993, were selected for analysis. A total of 45 studies were identified, but statistical tests were not conducted since only 14 of the studies reported numerical data. Results indicated that: (1) goals of research shifted from achievement to attitude; (2) researchers used several different types of reading comprehension measures; (3) a number of studies used a variety of isolated word measures, another group of studies examined the effects of whole language on decoding measures; (4) the usefulness of whole language instruction seems well established; (5) no significant effects were found on attitude measures; (6) younger students tended to focus on reading as decoding, and older readers defined reading as meaning-making; and (7) Reading Recovery, literature discussion groups, and supplemental literature programs are similar to whole language but differ in one or more significant respects. Findings suggest that: whole language approach has a small positive effect on reading comprehension; explicit phonics instruction might not be out of place in a whole language program; an emphasis on challenging students to read and learn from more complex materials is important; open-ended tasks should be emulated in all reading classes; and the use of quality literature is important. (Contains 106 references.) (RS)

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ED 364 831 CS 011 472

Balajthy, Ernest
Whole Language, Computers and CD-ROM Technology: A Kindergarten Unit on "Benjamin Bunny."
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Class Activities; *Computer Uses in Education; Integrated Activities; Kindergarten; Kindergarten Children; Language Experience Approach; *Optical Data Disks; Primary Education; Units of Study; *Whole Language Approach
IDENTIFIERS- *Benjamin Bunny; Technology Utilization

Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Elementary Education; Elementary School Students; *English (Second Language); Hispanic Americans; *Language Arts; *Reading Instruction; Reading Research; *Second Language Learning; *Teacher Attitudes; *Teacher Behavior; Urban Education; Whole Language Approach
IDENTIFIERS- California; *Language Minorities

A study investigated how schools and teachers attempt to meet the needs of language minority students and to utilize literature as a means to teach English language reading to students while building their English language capacities. Language arts and reading instruction was observed in 12 third- through fifth-grade classrooms in three elementary schools in a large urban school district in California. Two schools were primarily Hispanic, and the third had a wide range of immigrant groups. All participating classrooms were observed for 3 to 10 mornings over a period of two school years. Teachers were interviewed, and focus groups were conducted with groups of teachers working with the population. Results of classroom observations indicated that: (1) students faced the dual demands of learning to express ideas in a new language (both oral and written), as well as mastering the normal upper elementary grade curriculum while saving face; (2) teachers faced the multiple, potentially conflicting demands of assisting students with English language acquisition and developing cognitive skills and abilities; and (3) teachers were urged to implement innovative approaches to literacy, such as whole language or literature-based instruction, that are often difficult to implement even with highly motivated monolingual students. Interviews with the teachers revealed: limited belief that the students could independently create meaningful essays or interpretation of novellas; limited faith in their own ability to teach these students; and fairly superficial understanding of whole language and other process approaches. (Contains 37 footnotes.) (RS)

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ED 364 850 CS 011 491

Farr, Roger
Once upon a Time, When There Were No Tests, Children Built Houses That Stood Tall and Straight...
PUB DATE- May 93
NOTE- 11p.; Revised version of an address presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; *Educational Philosophy; Elementary Education; *Evaluation Methods; *Experiential Learning; Reading Instruction; Test Theory
IDENTIFIERS- *Educational Issues

To examine the development of the philosophy of education, educators, and educationists, this parody fable tells the story of a king in a faraway land who asked the old tradesmen to teach the teachers of the kingdom how to teach young people to build houses. The children learned well from this instruction participating in a steering committee. Data analysis was ongoing and continuous, using the constant comparative method. Results indicated that: (1) the teacher made classroom changes related to holidays and celebrations, the kinds of literature she read aloud to her students, and interaction with the ESL teacher; (2) other members of the steering committee did not seem interested in actually making changes in their classrooms; (3) the teacher strengthened communication with the parents of all her students, and 25 of 40 families gave classroom presentations; (4) the teacher's successes with parents were not experienced by other members of the committee; and (5) conflicts occurred among the kindergarten staff, the multicultural education committee, and the administration. Findings suggest that the changes were punctuated with culturally related conflict--colleagues did not appear to see a need for understanding the increasingly diverse populations in classrooms. (Contains 24 references.) (RS)

ED 364 869 CS 011 511

Schotanus, Helen; And Others
Reading Recovery Program Implementation Year Three, School Year 1992-1993. Report of Results and Effectiveness.
PUB DATE- Sep 93
NOTE- 57p.; For the Year 2 report, see ED 363 860.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Early Intervention; Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; *Language Experience Approach; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Reading Improvement; Reading Research; *Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS- *New Hampshire; *Reading Recovery Projects; Writing to Read

A study examined the results and effectiveness of the third year of the Reading Recovery program in New Hampshire. With the 50 Reading Recovery teachers from previous classes, 32 teachers in the new class, and 3 teacher leaders, a total of 85 teachers taught Reading Recovery during the 1992-93 school year. A total of 422 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 352 (83%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 70 children made significant gains but not enough to reach the average of their class; (3) the overall response of 87% of the 874 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive; and (4) the percentages of the first-grade population in each district participating ranged from a low of 0.7% to a high of 27%. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1992-93 year, a list of the Reading Recovery Teachers-in-Training 1993-94, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

ED 364 870 CS 011 513

Gill, C. Hillal; Scharer, Patricia L.
Beyond Memorization, Lists, and Trial Tests: Exploring the

Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biographies; *Class Activities; Democratic Values; Elementary Secondary Education; Higher Education; Social Attitudes; *Values Clarification; Writing (Composition)
IDENTIFIERS- Baltimore County Public Schools MD; *Personal Writing; Rokeach Value Survey

Noting that one way to break boundaries that separate one person from another is to use the writing experience to identify and analyze values, this paper presents guidelines for defining values, discussing values, and teaching about values. Teaching and discussion aids are provided to enhance the examination of narratives and biographies, which include: "A Common Core of Values" developed for use in the public school of Baltimore County, Maryland; "Rokeach's Value List" (1973); a diagram of Key Questions for Discussing Values; Additional Questions for Discussing Values; a list of "Activities for Teaching About Values," and a Personal Identity/Social Identity chart. (Contains 18 references.) (NH)

ED 364 890 CS 214 126

DuCharme, Catherine C.
Thematic Patterns in Children's Writing: Human Behavior Evoking Personal Meaning.
PUB DATE- Mar 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Theories; Classroom Research; *Constructivism (Learning); Elementary School Students; Grade 1; *Language Acquisition; Primary Education; *Thematic Approach; Writing (Composition); Writing Research
IDENTIFIERS- *Beginning Writing; *Childrens Writing; Emergent Literacy; Writing Contexts

Supporting the constructivist view of language learning, a study by a teacher-researcher analyzed the thematic patterns in the writing of her 31 first-grade students for a period of 3 months. In the natural setting of the classroom the children were studied in the context of their own learning. Writing was collected daily, and stories were sorted and re-sorted into categories according to thematic content. Each child's daily thematic choice was recorded and changes and similarities noted. The effect of thematic patterns on writing development was then examined. Analysis of children's writing samples revealed a complex pattern of thematic choices congruent with each child's interests. Findings suggest that observing young writers and emergent writing behavior is helpful in gathering information on the processes of writing, learning, and constructing meaning. (Two tables of data are included; 21 references are attached, as well as one page of figure captions accompanying five student papers and a diagram of 10 themes in childrens' writing.) (NH)

ED 364 891 CS 214 127

Alexander, Jayne
A Multiculturally-Responsive Tenth Grade English Curriculum Nurtures an Appreciation for Individual Differences by Immersing Students in the Lives of Others.
PUB DATE- 93
NOTE- 71p.; Ed.D. Practicum, Nova University.

(150),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational History; *Higher Education; Institutional Characteristics; *Rhetoric; *Rhetorical Theory; Social Influences; *Writing Instruction; Writing Research
IDENTIFIERS- *Buck (Gertrude); Composition Theory; Historical Background

An examination of the grammatical, rhetorical, and composition theories of Gertrude Buck (associate professor of English at Vassar College from 1897 to 1922) testifies to her rebellion against the current-traditional rhetorical tradition. Perhaps most remarkable about her writing is its emergence during a historical period that was witnessing an eclipse in rhetorical theory and a shift in the social function of American colleges toward an emphasis on providing opportunities for individual advancement. Buck's theory of discourse, viewed as rebelling against the perceived institutional need to "certify" a new community of middle class scholars, was the product of social forces at a particular historical juncture. Her progressive doctrine failed to find fertile ground in the discipline of composition and rhetoric; it withered in relative obscurity for many decades. Gertrude Buck's theory of discourse provides a case study of the powerful role that institutional priorities play in shaping pedagogical theories and practice. (Contains 28 references.) (RS)

ED 364 911 CS 214 151

Mackey, Margaret
Picture Books and the Making of Readers: A New Trajectory. NCTE Concept Paper No. 7.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Early Childhood Education; *Early Reading; *Picture Books; *Reading Processes; Social Influences
IDENTIFIERS- *Emergent Literacy; Historical Background; Literacy as a Social Process

Picture books enable children to experience "reading" from a very early stage in their lives. Although readers in the early part of this century were trained to read heavy books full of fine print, nowadays readers are being trained to read using intellectually and emotionally challenging picture books. Such books (particularly those by John Burningham) enable young readers to tackle material beyond their normal repertoire. The concepts the picture books describe are very sophisticated, yet young children do not seem to have any problem coming to terms with them. Several scholars have investigated the complexities in picture books which even very early readers can begin to master. J. A. Appleyard emphasizes the strong element of play and the important transition small children make from the intimacy of being read to at home to the intensely social experience of school reading. Perry Nodelman describes the range and variety of conventions which picture-book authors and illustrators call into play. Judith Graham investigates what and how children learn from picture books about narrative processes and conventions. The vocabulary of Peter Rabinowitz lends itself to a more activist interpretation of what the reader does. Contemporary children's stories make use of new the Computerized Office: A Specialized Communication Course for Administrative Support Personnel and Their Managers" (L. W. Lee and G. T. Pearce); "Compensation and Contributing Compensation Factors of Business Communication Faculty" (B. H. Nelson and D. W. Luse); "The Status of Ethics Instruction in AACSB Accredited Colleges of Business" (D. E. English and others); "Where Should We Go from Here?" (N. L. Reinsch); "Vital Communication Tools in Businesses" (N. Spinks and others); "'If the Shoe Fits...'" (R. N. Conaway); "Voice Recognition Systems" (M. P. Shane Joyce); "Communication Skills Needed for Employee Success during the First Five Years of Employment" (L. A. Krajewski and S. A. Wood); "Two Business Advisory Boards Using GDSS Determine Communication Is the Number One Need of Business Graduates" (J. S. Martin and M. Aiken); and "Planning for Total Quality Banking Services through Assessment of Leadership, Communication, and Customer Satisfaction" (M. L. Tucker and W. P. Galle, Jr.). (RS)

ED 364 931          CS 508 410

Brokke, Mervin E., Jr.
A Comparative Study of Job Burnout in Army Public Affairs Commissioned Officers and Department of the Army Civilians.
PUB DATE- Nov 93
NOTE- 92p.; M.A. Thesis, Marshall University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Armed Forces; *Burnout; Communication Research; Comparative Analysis; *Job Satisfaction; *Military Personnel; Military Training; National Surveys; Occupational Surveys; Organizational Climate; *Public Relations
IDENTIFIERS- Organizational Culture

A study examined whether commissioned public affairs officers show more instances of job burnout than Department of the Army civilians serving in the Army public affairs positions. Surveys were sent to all public affairs officers working in offices in the continental United States. Of the 399 survey packets mailed to the 56 public affairs offices, 215 valid surveys from the target population of 332 were completed, for a return rate of 65%. Results indicated that: (1) public affairs officers, on the average, exhibited a moderate level of job burnout; (2) military officers did not exhibit an overwhelming amount of job burnout when compared to civilians; (3) public affairs officers, both military and civilian, exhibited levels of job burnout similar to that of other groups; (4) the group of senior commissioned officers, when compared to younger commissioned officers, reported experiencing a greater percentage of lower-level job burnout; and (5) several respondents stated there was a need for a change in the curriculum of military public affairs training if graduates are to do the job Army leaders require of them. Findings suggest that public affairs officers, both military and civilian, exhibited a moderate level of burnout. (Twenty-two tables of data are included; the instruction letter, the demographic questionnaire, a sample letter of introduction, and responses to the open-ended question are attached. Contains 27 references. (RS)

ED 364 932          CS 508 412

Fuss-Reineck, Marilyn
Sibling Communication in "Star Trek: The Next Generation": Conflicts between Brothers.

revolutionizing the ways in which people learn. The inadequacy and irrelevance of the "smokestack" educational paradigm necessitates a shift to the "information age" paradigm. Eighteen chapters present information on the following: the role of technology in restructuring; the use of Channel 1 to teach visual literacy; how to engender a change ethic in the next generation; the use of "hyper-navigating" to learn critical-thinking skills; the effect of the word processor on student writing; benefits of integrated learning systems and computer-assisted instruction; the design of environments suited to new technologies; student-centered learning; evaluation of new technologies; and open-minded shared decision making. An underlying theme of the chapters is the belief in the value of teaching children to ask their own questions and the potential of new technologies to support such independent questioning. (LMI)

ED 364 951 EA 025 483

Greene, Andrea; Dickey, Linda
Establishing a State Clearinghouse on At-Risk Education.
PUB DATE- Dec 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clearinghouses; Cost Effectiveness; *Education Service Centers; Elementary Secondary Education; *High Risk Students; *Information Centers; Information Dissemination; Information Networks; *Information Services; Information Sources; Resource Centers; Statewide Planning
IDENTIFIERS- *Arizona

This document presents findings of a study that examined the feasibility, implications, and requirements of establishing a state clearinghouse for at-risk education under the auspices of the Arizona Department of Education. Data were collected through interviews with four administrative specialists and a survey of three national and five state clearinghouses that specialized in at-risk education and issues. Findings indicate that the concept of providing a state-clearinghouse service has some merit, although startup and maintenance costs are substantial. The recommendation is made to gather more data to confirm the need for such a service. If the decision is made to establish a clearinghouse, the clearinghouse should be part of a comprehensive state plan for technical assistance. Two options are identified: (1) Place the clearinghouse within the Department of Education; or (2) subcontract management of the clearinghouse to the Arizona Prevention Resource Center at the College of Extended Education at Arizona State University. Three tables are included. Appendices contain the survey instrument, Clearinghouse profiles, sample forms and materials, detailed costs by module, and sample job descriptions. (LMI)

ED 364 952 EA 025 484

"Middle" Morphosis: Kentucky's Plan for Young Adolescents.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary School Students; *Intermediate Grades; Junior High

Planning

This guidebook shows how governors and states have worked on engaging the public in education reform. It focuses on important strategies to consider during the process of building public support for education reform. It highlights state strategies for communicating about progress made toward achieving the National Education Goals and for promoting statewide systemic education reform. Suggestions include: (1) begin education reform with the facts; (2) include the public from the beginning; (3) recognize that change comes from the bottom up; (4) build momentum from a broad-based coalition; (5) know that reaching out requires resources; (6) prepare for the long haul; (7) avoid jargon; (8) use your policy and communications staff effectively; and (9) expect the unexpected. The experiences of four states--Colorado, Missouri, Oklahoma, and Florida--illustrate lessons learned from recent education-issue campaigns that were brought before the voters. The guide concludes with a discussion of a national campaign to increase public support for education improvement, the "Keep the Promise" campaign. (LMI)

ED 364 972 EA 025 512

Hill, Darlene A.
The Realities of Principalship.
PUB DATE- 10 Dec 93
NOTE- 21p.; Certificate of Advanced Study in Administrative Leadership requirement, Castleton State College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Administrative Problems; *Administrator Responsibility; *Administrator Role; High Schools; *Principals; Public Schools; Rural Education; Small Schools; *Special Education; *Time Management
IDENTIFIERS- *Vermont

The principal of a small rural high school in Vermont documented the amount of time spent at work over 60 days in 5 categories, including conflict and special education. A literature review revealed that researchers have paid little attention to the principal's role in special education and conflict problems. The study sought to determine how much time the principal spent in these two areas for which there is no academic requirement for certification as principal. A total of 529 work hours was divided among the 5 categories. Business matters consumed the greatest portion of time (58 percent), followed by conflict (16 percent), special education (12 percent), public relations (8 percent), and supervision (6 percent). Conflict consumed a greater percentage of time than public relations and supervision combined, and special education was the third highest consumer of time. The study concludes that changes in society have increased conflict and special education issues at schools and that the role and training of administrators should be reevaluated. (Contains 10 references.) (JPT)

ED 364 973 EA 025 516

Model Policy on Identifying and Reporting Child Abuse and Model Policy and Rules on Procedures for Investigating Allegations of Abuse of Students by School Employees. Revised.
PUB DATE- Oct 93
NOTE- 97p.; For an earlier policy study, see ED 314 839.
LANGUAGE- English

Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Action; *Community Cooperation; Community Coordination; *Community Involvement; *Community Programs; Community Support; Elementary Secondary Education; *High Risk Students; Pregnant Students; *School Community Relationship; Theory Practice Relationship
IDENTIFIERS- *New Futures Initiative

This paper describes one effort to establish a collaborative around the issues of at-risk youth. The Annie E. Casey Foundation's New Futures Initiative was an attempt to build formal structures of collaboration among public and private organizations to address at-risk youth. Data were gathered over 5 years from the six cities in which the program was implemented--Dayton, Ohio; Lawrence, Massachusetts; Little Rock, Arkansas; Pittsburgh, Pennsylvania; Savannah, Georgia; and Bridgeport, Connecticut. Most observers agree that reality fell considerably short of the foundation's vision. This paper explains the disparity between theory and practice in community collaboration by analyzing three broad issues that plagued New Futures collaboratives: (1) slippage between policy intent and street-level action; (2) disjuncture between policy and actual social conditions; and (3) the need to build "social capital" to improve at-risk youths' life chances. In conclusion, organizations dominated by high-level decision makers and experts tend to become paternalistic, which undermines the fundamental goals of the collaborative. The recommendation is made to reconceptualize efforts at collaboration by turning to the community itself for additional expertise. (LMI)

ED 364 993 EA 025 539

Gipps, Caroline
The Role of Educational Research in Policy Making in the UK.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Government Role; *Policy Formation; Theory Practice Relationship
IDENTIFIERS- *United Kingdom

This paper examines educational research today, its status, and its contribution to the policy-making process in the United Kingdom. It argues that educational research and policy making is in crisis; centrally funded research is subject to increasing intervention and restrictions on reporting; research findings are misreported in the press; and the policy-making process has become truncated by ignoring discussion, debate, and research evidence. In addition, the direction of current reforms is contrary to the style of curriculum, learning, and

PUB DATE- 8 Mar 93
NOTE- 95p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consultation Programs; *Cooperative Programs; Delivery Systems; Elementary Education; Elementary School Students; Inner City; *Mainstreaming; *Mild Disabilities; *Regular and Special Education Relationship; School Restructuring; Social Integration; *Teaching Models; Teamwork; Urban Education
IDENTIFIERS- *Teacher Collaboration

The goal of this practicum was to have building-based special education personnel support classroom teachers so that mildly disabled elementary students in an inner city school could be included in the classroom successfully. Through inservice education sessions, the staff were provided with current information on facilitating the inclusion of mildly disabled students, and then staff collaborated to develop solution strategies appropriate to their setting. A collaborative school-wide restructuring of support services was implemented, altering special education support from three separate, vertical programs to three horizontal support teams responsive to the needs of the classroom teachers in each team. Special and general educators worked together to address students' academic needs. At the completion of implementation, all target students were receiving individual or small group instruction for a minimum of 90 minutes daily. Nine of 10 teachers were "very satisfied" or "satisfied" with the new service delivery model and wished to continue with the model. Appendices provide copies of questionnaires and administrative materials. (Contains approximately 70 references.) (JDD)

ED 365 013 EC 302 638

Roundtree, Johnny M.
Increasing Parental Involvement through Active Participation with Parents of Fifth Grade Students in an Integrated Mainstreamed Classroom.
PUB DATE- 1 Apr 93
NOTE- 63p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Behavior Change; Elementary School Students; *Evening Programs; Grade 5; High Risk Students; Intermediate Grades; Mainstreaming; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Student Relationship; Program Effectiveness; *Special Needs Students; *Workshops

This practicum focused on the problem of lack of involvement of the parents of 32 mainstreamed fifth grade students with special learning needs. Evening workshops were conducted for parents and their at-risk, mainstreamed students in fifth grade. Sessions focused on the use of computers, manipulatives, make and take home instructional games, study skills and test-taking tips, and organizational skills. The practicum resulted in significant increases in parent participation. Several parents reported gaining significant insight on ways to assist their child in learning. Parents reported enjoying the opportunity to participate in the workshops. Appendices contain survey forms and other materials used in implementing the

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Educational Practices; Elementary Secondary Education; *Gifted; High Schools; *Mathematics Education; Middle Schools; *Science Education; Student Development; *Talent Development; Teaching Methods

These five issues of the serial "Communicator" published during 1993 discuss various aspects of gifted education, focusing, respectively, on mathematics and science, middle school gifted, parenting the gifted, talent development, and high school gifted. Articles include: "Our Most Important Investment for the Future: The Education of Our Youth" (Marian C. Diamond); "Making Math and Science Accessible and Meaningful to Girls: An Economic Imperative" (Mary Thomas-Vallens); "Mathematical Thinking at Its Best" (Marcy Cook); "Math in Motion: A Hands-On Creative Approach to Teaching Mathematics in Elementary Schools Using Origami" (Barbara Pearl); "Accelerating in Mathematics: Academic and Social-Emotional Impact" (Terry A. Thomas); "Fast-Paced High School Science for the Academically Talented: A Six-Year Perspective" (Sharon J. Lynch); "Middle School Madness" (Terry A. Thomas); "Developing Leadership during the Middle School Years" (Margaret Gosfield); "Middle School Survey Report: Impact on Gifted Students (Executive Summary)" (Mary Ruth Coleman and James J. Gallegher); "Parenting the Middle School Gifted Child" (Sharon Freitas); "In Search of the Owner's Manual" (Terrie Gray); "Talent Development in Education" (John F. Feldhusen); "Schools Are Places for Talent Development: New Directions for the Schoolwide Enrichment Model" (Joseph S. Renzulli); "The Development of Academic Talent" (Joyce VanTassel-Baska); "Dealing with the Challenges of Reform and Restructuring: Will Gifted Education Survive?" (Donald J. Treffinger); and "Summer Seminar '93--California in the 21st Century" (Janis Van Dreal). Issues also contain editorials, poetry, and columns. (JDD)

ED 365 036 EC 302 661

Drum, Jean, Ed.
Math and Science.
PUB DATE- Jan 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acceleration (Education); Animals; Elementary Secondary Education; Females; *Gifted; *Mathematics Education; *Program Development; *Science Education; *Teaching Methods
IDENTIFIERS- Origami

This theme issue discusses education of gifted students in the areas of math and science. The issue contains several articles, an editorial, a program description, and a profile of an educator. "Our Most Important Investment for the Future: The Education of Our Youth" (Marian C. Diamond) describes educational programs of the Lawrence Hall of Science of the University of California at Berkeley. "Making Math and Science Accessible and Meaningful to Girls: An Economic Imperative" (Mary Thomas-Vallens) offers new paradigms for bias-free math and science education. "Accelerating in Mathematics: Academic and Social-Emotional Impact" (Terry A. Thomas) reports findings

Maintenance; *Moderate Mental Retardation; Outcomes of Treatment; *Peer Relationship; *Severe Mental Retardation; Social Support Groups
IDENTIFIERS- Conversation

Three elementary students with moderate to severe intellectual disabilities and aberrant behaviors were taught to initiate and maintain a conversation with nondisabled peers (who were not classmates) utilizing a communication book adaptation. Additionally, all members of their regular education classes were given the information they needed to converse with their classmate with disabilities using the communication book as the medium for the exchange. Educational staff provided opportunities for members of the class to engage in conversations with the student on a regular basis. Results indicated that there was an increase in positive social and task-related interactions between the students with disabilities and their nondisabled classmates. Increases in initiation of comments were accompanied by decreases in the frequency of the occurrence of the inappropriate behaviors that the students with disabilities had been using in the past to elicit attention from and social interaction with their nondisabled classmates. (Contains 24 references.) (Author/JDD)

ED 365 056 EC 302 681

Hunt, Pam; And Others
Educational Practices in Integrated Settings Associated with Positive Student Outcomes.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 Jul 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Community Programs; Educational Methods; *Educational Practices; Elementary Secondary Education; Interdisciplinary Approach; *Mainstreaming; Normalization (Disabilities); *Outcomes of Education; *Performance Factors; Program Implementation; Recreational Activities; *Severe Disabilities; *Social Integration; Surveys; Teacher Education; Teaching Experience

A survey of 312 teachers and families of students with severe disabilities in California, Colorado, Kentucky, Utah, and Virginia was designed to measure the extent of implementation of 12 educational "best practices" and the level of demonstration of 7 student outcome variables. The educational practices included: integration into school and family activities, integration into community recreational activities, functional educational program, data-based instructional programs, community-based instruction, transdisciplinary model, teacher integration, program reflecting respect for students, teacher inservice training, teacher education, teacher experience, and principal involvement. Additionally, three demographic variables--the type of community, family socioeconomic status, and the age of the student--were included as factors which may be strongly associated with student performance. Student outcome variables included social skills development, communication skills development, positive affective demeanor, percent of Individualized Education Program objectives achieved, level of independence, positive nondisabled peer attitude, and positive parental expectations for their child's future. Results of a series of multiple regression analyses indicated that a single program variable,

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Cognitive Style; College Freshmen; *Community Colleges; High Schools; High School Seniors; Interpersonal Competence; *Learning Disabilities; Pupil Personnel Services; Remedial Instruction; Self Esteem; *Self Evaluation (Individuals); Student Development; Student Personnel Services; *Study Skills; Transitional Programs; Two Year Colleges

This practicum was designed to develop transition skills of students with learning disabilities into the community college through a support services program designed to enhance academic and social competencies. A series of instructional sessions (24 hourly sessions) were held separately with 10 first semester college students and 10 graduating high school seniors with learning disabilities. Instruction was given in: (1) understanding one's disability, finding strategies necessary to compensate for it; (2) understanding learning style, promoting self-advocacy, enhancing study skills; and (3) dealing with frustration and low self-esteem, examining alternatives to college. The practicum also developed and implemented a model transition program for college use and developed and implemented a set of easily administered and scored evaluative instruments to identify entering LD students. Evaluation indicated the program exceeded expectations by increasing both academic and social competencies for participants. Appendices provide additional practicum details and include the student questionnaire, a learning style profile, a study habits survey, a social competency checklist, a learning disability questionnaire, a self-advocacy questionnaire, an academic stress survey, a self-esteem inventory, an alternative choices questionnaire, and a student profile format. (Contains 36 references.) (DB)

ED 365 076 EC 302 701

Levine-Brown, Linda S.
Pre-Crisis Intervention Strategies for Reducing Unacceptable Behaviors by Exceptional Students in a Public Elementary School.
PUB DATE- 8 May 93
NOTE- 102p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aggression; *Behavior Change; *Behavior Disorders; Bus Transportation; Classroom Techniques; *Computer Uses in Education; Counseling Services; *Databases; Discipline Problems; Elementary Education; Elementary School Students; *Emotional Disturbances; Inservice Teacher Education; Intervention; Parent Education; Public Service; Referral; Resource Teachers; Videotape Recordings

This report describes the implementation of a data-based program to reduce unacceptable student behaviors and decrease the number of administrative interventions with 21 students with severe emotional disturbances. A computerized database was developed to track classroom and transportation discipline infractions. Students met monthly to review their individualized, cumulative, computer printout of their discipline record, classroom target behaviors, and general conduct. In addition, students were videotaped monthly during individual and classroom counseling sessions. Parents met tri-monthly for an individualized conference to view their child's video tape and discipline report. A series of parenting

*Language Proficiency; Measurement Techniques; Models; *Rating Scales; Scoring; Standards; *Testing Problems; Test Use
IDENTIFIERS- *ACTFL Proficiency Guidelines; *Rasch Model

Theoretical issues underlying the development of scales of language proficiency are examined. First, a brief classification of scale types is presented, and problems identified in them and advantages they offer are outlined. Discussion then moves to the issues of describing and measuring language proficiency. In this section, behaviorally-based scales in work performance, the historical development of the American Council on the Teaching of Foreign Languages/Interagency Language Roundtable (ACTFL/ILR) proficiency guidelines, the utility of the Rasch model in rating framework development, and subjectivity in judgments and observed behavior ratings are discussed. A many-faceted version of the Rasch item-response theory model is suggested as an instrument that may aid in the mapping of behaviors onto a common metric while identifying different interpretation of the same descriptors by different types and groups of users. Contains about 250 references. (MSE)

ED 365 095 FL 021 560

Lambert, Richard D.
History and Future of the HEA Title VI. NFLC Position Papers.
PUB DATE- Oct 91
NOTE- 10p.; Paper presented at the Conference on the Reauthorization of Higher Education Act Title VI (Pittsburgh, PA, March 2, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Educational Change; Educational History; *Educational Legislation; Federal Legislation; Higher Education; *International Studies; *Policy Formation; *Public Policy; *Second Languages; Testing
IDENTIFIERS- *Higher Education Act Title VI

The history of Title VI of the Higher Education Act, having to do with language education and area studies, is chronicled by an educator closely involved in development of the legislation. The review focuses on four themes that have received the most attention: debates, largely outside the field, on whether to continue federal funding for Title VI; the appropriate level of funding; a series of reform movements attempting to redirect or redefine the legislation's language and area studies mission; and attempts to supplement Title VI by adding non-area-oriented purposes and clienteles. The current relevance of these issues is also discussed. It is concluded that while the original goal of the act was to create a group of language and area studies specialists who were committed to teaching, this portion of the act has been changed over time to try to broaden the occupational goals of these graduates, balance the disciplines represented, spread further into the undergraduate level, serve clienteles outside those originally targeted, and adopt a particular form of language testing as a standard. Add-ons have also broadened coverage. However, the basic purposes and forms of Title VI are seen to have remained relatively stable since inception. (MSE)

ED 365 096 FL 021 561

Brecht, Richard D.; Robinson, Jennifer L.

Griffee, Dale T.
Student Generated Goals: A Pilot Project.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Second Language Programs; College Students; Comparative Analysis; Conversational Language Courses; *English (Second Language); Foreign Countries; Higher Education; Student Attitudes; *Student Educational Objectives; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Japan

In the context of generating research on student-generated goals, this paper asks: (1) whether Japanese students studying in Japan can articulate their own learning goals for a university level, general conversation course; and (2) what procedures are helpful in student goal setting. Subjects were 50 second year Japanese English conversation students in Japan; 10 male high school exchange students (aged 17-18 years) from Canada served as a comparison group. Two goal exercises were administered to subjects. Data show that prior to instruction, most Japanese students have some understanding of what goals and objectives are and how they function, that a small minority of students have no idea of goals and objectives, and that the Japanese students find the idea of goal setting for class new and difficult. It is helpful to the goal-setting process if students are encouraged to formulate specific, rather than vague, goals. (Contains 3 references.) (JP)

ED 365 117 FL 021 693

Nakhoul, Liz, Ed.; And Others
Hong Kong Papers in Linguistics and Language Teaching, 16.
PUB DATE- Sep 93
NOTE- 169p.; For individual papers, see FL 021 694-703.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Cloze Procedure; Computer Assisted Instruction; Cooperation; Debate; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; *Independent Study; Indexes; Language Tests; Official Languages; Second Language Instruction; Second Language Learning; Teacher Attitudes; Writing Skills
IDENTIFIERS- Content Area Teaching; *Hong Kong

Articles and reports in this issue include the following: "Co-text or No Text: A Study of an Adapted Cloze Technique" (Dave Coniam); "Small-Corpora Concordancing in ESL Teaching and Learning" (Bruce K.C. Ma); "Interdisciplinary Dimensions of Debate" (S. Byron, L. Goldstein, D. Murphy, E. Roberts); "Can English Enhancement Programmes Be Efficient?" (Desmond Allison); "Towards a 'Metalingua Franca'" (Nigel J. Bruce); "Linking Language and Content Instruction in the Social Sciences" (Lily Leung, Max Hui Bon Hoa); "Using Study Guides: An Approach to Self-Access" (Linda Cooley); "Teachers' Attitudes to Self-Access Learning" (Elaine Martyn, Peter Voller); "Copyright, Publishers, and Self-Access Centres" (David Gardner); "Developing Computer Text Corpora at HKU" (Phil Benson); "Progress Report on Plagiarism: (Alastair Pennycook); and "Progress Report on Bilingual Writing Ability" (Shirley Lim). Book reviews, conference reports, and a list of contents for the Hong Kong Papers in Linguistics and Language Teaching, Numbers 1-15 are also included in this issue. (JL)

ED 365 139 FL 021 734

Peyton, Joy Kreeft; Reed, Leslee
Dialogue Journal Writing with Nonnative English Speakers. A Handbook for Teachers and An Instructional Packet for Teachers and Workshop Leaders.
PUB DATE- 90
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Class Activities; Classroom Techniques; *Dialog Journals; Educational Objectives; Elementary Secondary Education; *English (Second Language); Inservice Teacher Education; Instructional Materials; Intercultural Communication; *Interpersonal Communication; *Journal Writing; Student Characteristics; *Teacher Student Relationship; Teaching Guides; Workshops

These materials address the use of dialogue journal writing in teaching speakers of English as a Second Language. Included is a handbook for teachers that provides background information and specific suggestions for classroom use, and an instructional packet for teachers and workshop leaders. The handbook contains chapters on: what constitutes a dialogue journal, including variations in format; the benefits of dialogue journal writing; using dialogue journals with students at various levels (beginning, intermediate, and advanced writers); specific procedures for starting journals; strategies for maintaining the student-teacher dialogue; and strategies for handling specific communication problems. An additional chapter profiles four individual student writers. Lists of resources and additional readings are appended. The instructional packet is intended for use in workshops on dialogue journal writing, and contains: an abstract for use in proposing such a workshop; simple guidelines for leading the workshop, including group activities; masters for over 30 overhead transparencies; sample student journal entries from elementary and secondary students, to which workshop participants can respond; handouts for workshop participants; and background information for the presenter. (MSE)

ED 365 140 FL 021 735

Murray, Denise E., Ed.
Diversity as Resource: Redefining Cultural Literacy.
PUB DATE- 92
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Culture; Cambodians; Case Studies; Classroom Techniques; College Students; *Cultural Awareness; *Cultural Literacy; *Cultural Pluralism; Cultural Traits; Doctoral Programs; Educational Strategies; Elementary Secondary Education; English (Second Language); Higher Education; Hispanic Americans; Journal Writing; Language Maintenance; *Language Role; *Literacy; Mexican Americans; *Multicultural Education; School Role; Socialization; Sociology; Student Adjustment; Teacher Education
IDENTIFIERS- *Diversity (Student)

A collection of essays on cultural and linguistic diversity in elementary, secondary, and higher education is presented. The differences between the OUN and UE and those between OUN and HVE; differences between the OUN and UE were smaller than those between the OUN and HVE. HVE classified more specific objectives concerning execution of experiments as indispensable than did UE. HVE emphasized practical laboratory skills, data interpretation, and confirmation of existing theories. UE attached little importance to practical skills, but emphasized hypothesis or model formulation and design of experiments to test hypotheses. The OUN emphasized the ability to define and solve problems, derive hypotheses from theories, and adapt models to new experimental results and put much less emphasis on laboratory skills. (Appendixes include 28 references and 28 data tables/charts from this study and the OUN study.) (YLB)

ED 364 672            CE 065 148

Wagemans, L. M. M. J.; And Others
Comparing Knowledge Profiles of Students Studying at a Distance University and a Regular University: Is Studying at a Different University Reflected in Differences in the Prior Knowledge State?
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; *Cognitive Structures; Comparative Analysis; *Distance Education; Economics Education; Foreign Countries; Higher Education; *Knowledge Level; Nontraditional Education; *Open Universities; *Prior Learning; Universities
IDENTIFIERS- *Netherlands

A study analyzed the prior knowledge state of two university populations: students at the Open University (OU) of the Netherlands and students at the University of Limburg (UL). Analysis of the prior knowledge state was based on an extensive analysis of the literature in relation to theories, models, and practice-based strategies about the structure of knowledge. A set of four dimensions--cognitive psychological, educational psychological, psychometrical, and content based--that help to construct knowledge profiles was defined. The dimensions were used to analyze the knowledge profiles of the two populations. A knowledge state test that covered the whole domain of economics in the course "Economics and Money" was administered to 626 students; 91 UL students were randomly selected to be compared with 91 OU students. The overall economics score was not significantly different between the two populations. This score was elaborated upon by grouping items along knowledge profile dimensions. After outlining the theoretical base of these dimensions, researchers focused on the application of these dimensions to compare the knowledge profiles of the two populations. Up to 7 of the 10 knowledge profile dimensions proved to be relevant. The content and epistemological dimensions were especially helpful to describe differences. (Contains 28 references.) (YLB)

Cleary, John
The Writing Process in Health Care.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Dec 93
NOTE- 85p.; For related modules, see CE 065 177-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Business Communication; *Health Occupations; Learning Activities; Learning Modules; *Literacy Education; *Writing (Composition); *Writing Processes; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This learning module is intended to improve the writing and business communications skills of individuals working in health care occupations. The module, which is designed to be presented in a 6-week course of twice weekly 2-hour sessions, targets an audience with basic grammar and punctuation skills but no formal introduction to the process of writing. Included in the module are nine lessons that are structured so as to walk employees through a simple five-step writing process from generating ideas to developing their final written form. The following topics are covered in the individual lessons: freewriting; brainstorming and organization; guided writing, the relevancy test, and sentence types; simple and compound sentences and first drafts; parts of a paragraph and paragraph organization; cause and effect, comparison and contrast, simple listing paragraphs, and transition words; the revision process; editing; and the final draft and evaluation. Each lesson includes some or all of the following: objective, learning activities, quiz, instructional text and/or transparency masters, teaching notes, and practice exercises. Concluding the module is an answer section. (MN)

*Older Adults; Trusts (Financial)

This booklet is designed to help individuals help older family members handle their finances. Presented first are 10 guidelines for keeping the tension involved in intervening in an older relative's finances to a minimum. The following financial/legal instruments are explained: joint bank accounts, powers of attorney (including durable powers of attorney), living trusts, representative payees, and conservatorships. A final note and list of suggested readings conclude the booklet. (MN)

Transfer; Telecommunications; *Vocational Education
IDENTIFIERS- Australia; Chile; Colombia; Indonesia; Italy;
Netherlands; New Zealand; United Kingdom

This book contains the following papers on distance vocational education programs: "Vocational Education at a Distance" (Oliveira, Rumble); "An Introduction to Case Studies" (Oliveira, Rumble); "'Working on Work': Orientation on Work and the Labour Market in the Netherlands" (Bender, Bronkhorst); "Expanding Distance Learning through Technology Transfer to Employers in Colombia" (Ruiz); "The British Open College: A Flexible Response" (Innes); "Vocational Training at a Distance in Chile: Struggling to Survive" (Irigoin); "Distance-Taught Computer Education for Managers and Professional at the University of Victoria" (Muzio); "The Technician Training Scheme at the National Extension College, United Kingdom" (Morpeth, Rumble); "Banking Education in Indonesia" (Budimulia, Suparman, Romiszowski); "The Wye College External Programme and Third World Agriculture" (Bryson, Hakimian); "The National Technological University (NTU)" (Fwu et al.); "Use of Interactive Multimedia for In-company Training" (Dondi, Ricuperati); "Distance Training for Telecommunications Managers: The Telecom/Telematique International Course on Project Management" (Nettleton); "The Technical Open Polytechnic, New Zealand" (Rajasingham, Nicoll, Romiszowski); and "The Future of Vocational Education at Distance" (Oliveira, Rumble). Several papers contain substantial bibliographies. (MN) area (22.3% response). The survey resulted in the production of 11 tables comparing the educational outcomes emphasized by the educators and the business and industry leaders. Some of the outcomes rated highly by both educators and business people included the following: (1) ability to be dependable on the job; (2) ability to follow directions; (3) positive work attitude; (4) ability to be on time; (5) effective communications; (6) positive attitude toward learning; (7) desire to work hard; (8) proficiency in applying reading skills; (9) teamwork; and (10) positive attitude toward co-workers. Recommendations were made to conduct a review of vocational education programs to determine if the outcomes ranked highly are currently in place, and to consider the rank order of outcomes to identify areas of emphasis for the schools' curricula. (KC)

Higher Education; Policy Formation; *Program Development
IDENTIFIERS- *University of the West Indies (Jamaica)

An appraisal was made of the policy implications of a commitment by the University of the West Indies (UWI) to develop distance education as an integral feature of its teaching responsibilities. Information was gathered through interviews with 163 educators and administrators at the 3 campuses of the University of the West Indies, its 8 member countries, and the University of the Virgin Islands. The study found that the proportion of students enrolled in distance education is expected to grow greatly by the year 2000, straining the resources of the university. Therefore, more faculty members and administrators are needed and technical equipment must be upgraded and increased in order to provide distance education. The study concluded that the university is becoming much more a dual-mode delivery system, with on-campus and distance education becoming more equal in importance and emphasis. The study recommended that the university should embark on a broad-based range of programs in four categories: (1) certificate, undergraduate, graduate, and diploma programs; (2) leadership programs drawing on research writings and experience distinctive of UWI and in the Caribbean; (3) noncredit programs of continuing education and professional updating; and (4) distance education programs for students undertaking sixth form or preliminary courses. (KC)

program outcomes are discussed. Instructional objectives of the seminar are described and desired student competencies are listed. The major portion of this document contains the Ethics in Counseling seminar materials. Included are a statement of the purpose of the course, a rationale for the course, list of learning outcomes, and description of the seminar framework. A units of instruction section includes an introduction, the five units of the course, and appendices. Also included in the document are a list of recommended readings, references, an assessment of participant mastery, seminar policies, a plan to implement the seminar, a description of follow-up evaluation, and plans for revision of the seminar. (NB)

ED 364 788          CG 025 107

Ware, Mark E.
Autobiographical and Biographical Resources for History of Psychology.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Autobiographies; *Biographies; *History; *Psychologists; *Psychology

This document presents a variety of resources for students to use in preparing class presentations and historical research projects on the history of psychology. The resources pertain to historical figures in the field of psychology. Many of the references included in this bibliography are annotated and the names of the psychologists contained within most of books are listed as well. The first section of the bibliography lists four indexes to autobiographies and biographies of noted psychologists. The next section focuses on autobiographical references and includes references and/or annotations for both monograph- and book-length autobiographies. This section is followed by a section on biographical references. Included are sources for biographical sketches (1-2 paragraphs in length) of psychologists, as well as references and/or annotations for both monograph- and book-length biographies. A list of 4 necrology references which contain the death dates for 638 psychologists is also included. The document concludes with a list of bibliographic references on individual psychologists. (NB)

This document contains a short fictional story about a girl who is overwhelmed by mathematics homework, a book report that is due, and family chores that she must complete. The story describes the girl's trip to the zoo with her father and the ways she learned to handle stress by observing the animals. Readers learn about healthy, effective ways to manage stress. (NB)

ED 364 810 CG 025 133

The Day Mama Got Her Bonus. An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 26p.; For other "Actions for Health" books see CG 025 129-134.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Children; *Cooperation; *Decision Making; Elementary Secondary Education; Fiction; *Siblings

This document contains a short fictional story about three brothers who must decide how to spend $200 after their mother receives an unexpected bonus. The boys in the story have a brainstorming session and seek advice from adults before reaching a compromise that is acceptable to all of them. Readers learn about compromise, money management, and decision making. (NB)

ED 364 811 CG 025 134

Inside-Out Feelings. An Actions for Health Book. Contemporary Health Series.
PUB DATE- 94
NOTE- 27p.; For other "Actions for Health" books see CG 025 129-133.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Blacks; *Children; *Decision Making; Elementary Secondary Education; Fiction; Hispanic Americans; *Self Esteem

This document contains two short fictional stories about teenagers who sometimes feel awkward, confused, or lonely. In the first story, a Latino boy is insecure about how he appears to other people. In the second story, an African American girl feels sad and lonely sometimes in spite of her popularity and good looks. In both stories, talking to someone who really listens helps the teenagers to feel good about themselves. Readers are encouraged to think about the stories and to answer a set of short questions at the end of each story. (NB)

A kindergarten teacher, two preservice teachers, and a college consultant on educational computer technology designed and developed a 10-day whole-language integrated unit on the theme of Beatrix Potter's "Benjamin Bunny." The project was designed as a demonstration of the potential of integrating the CD-ROM-based version of "Benjamin Bunny" with motivating and effective whole language methods such as shared book, language experience approach lessons, and cooperative learning. During the unit, children read, reread, summarized, and illustrated the story, generating big books and personal minibooks retelling the story. The children also engaged in a social studies/science lesson on cotton and a science project involving the planting of seeds. Both activities also generated language experience stories. Minilessons on word identification and reinforcing letter sounds were incorporated into the unit. Both teachers and students enjoyed and learned much from the "Benjamin Bunny" unit, in a wide variety of skill and subject areas. (Contains 25 references.) (RS)

and built many fine houses for the kingdom. Then the king became caught up in a movement, with other kingdoms, to develop tests in order to prove how fine each kingdom's educational system was. Consequently, the teachers felt it necessary to spend more time teaching the children how to pass house-building tests rather than how to build houses. As the children of the kingdom became proficient at passing the tests, they began to lose their house-building skills. Finally a new but poorly constructed addition to the king's mansion fell down around him. The king was left facing the questions: is it more important to be able to identify a hammer or to know how to use it? Or is there a place in the educational system for both kinds of knowledge? (NH)

ED 364 851 CS 011 492

Brown, Kathleen J.; And Others
Decoding by Analogy: Promoting Independent Strategies for Generating Spellings during Writing.
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Decoding (Reading); Elementary School Students; Grade 2; *Instructional Effectiveness; Invented Spelling; Language Arts; Primary Education; Reading Research; *Spelling Instruction; Teaching Methods
IDENTIFIERS- *Analogies

An exploratory study tracked the year-long development of second graders' use of the decoding by analogy strategy to generate spellings. Subjects, 20 second graders form one intact classroom in a middle-class neighborhood school in the intermountain west, were taught decoding by analogy through direct instruction and by incorporating the strategy into purposeful reading and writing activities throughout the day. Data on students' progress was collected throughout the school year. Initial evidence indicated that students who receive long-term instruction in decoding by analogy used the strategy to generate spellings during writing. Evidence documented in field notes indicated that students also used the strategy collaboratively while writing. Findings suggest that analogy instruction seemed to help students develop an independent strategy for generating spellings. (Contains 16 references and 9 figures reproducing students' writing samples.) (RS)

Influence of Teacher Knowledge of Developmental Spelling on Pedagogical Decisions.
PUB DATE- Dec 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Instructional Development; *Instructional Effectiveness; *Instructional Improvement; *Spelling; *Spelling Instruction; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Qualitative Inventory of Word Knowledge

A study examined the experiences of elementary teachers as they learned about the developmental nature of spelling, how to analyze student spellings, and ways to restructure their spelling program based on the needs of individual students. Nine teachers at two elementary schools volunteered to participate and expressed discomfort about current practices for spelling instruction. Surveys were completed and interviews were conducted. Inservice teacher education sessions over a 6-month period showed teachers how to administer and analyze the Qualitative Inventory of Word Knowledge (QWIK). Results indicated that: (1) at the beginning of the intervention period, most of the teachers' questions centered on issues of time, instructional organization, classroom management, and grading; (2) at the end of the period, teachers' questions shifted to a concern for how to refine newly adopted teaching strategies; (3) use of the QWIK enabled teachers to expand their understanding of their students as spellers by encouraging them to reconsider instructional grouping decisions and documenting patterns of errors in a systematic way; (4) teachers expressed frustration about the amount of time it took to conduct the QWIK analysis and about difficulties they experienced in doing the analysis; (5) teachers varied in the amount of change they instituted; and (6) the teachers expressed a strong desire for continued support to explore innovations in their spelling program. (Contains 16 references and 1 data table.) (RS)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Curriculum Development; *English Instruction; Grade 10; High Schools; *High School Students; *Multicultural Education
IDENTIFIERS- *Cultural Sensitivity

The goal of a practicum was that high school students in non-academic 10th grade English classes would develop an understanding of and appreciation for cultural differences. The English teacher challenged herself, her peers, her students, and the general school population (a regional high school in a growing community in the northeastern United States) to become more knowledgeable and appreciative of many cultures by expanding her own knowledge of ethnic groups; creating a faculty reading club; developing a curriculum that responsibly presented ethnic groups in a relevant format; designing activities that provided opportunities for interaction with other cultural groups and for action on behalf of others; and providing programs for the larger student population. Expected outcomes were reached. Non-academic tenth-grade students did develop an understanding and appreciation for cultural differences. By participating in both school and class programs, students become more involved with and knowledgeable of the values and experiences of those whose roots were different from their own. In addition, they demonstrated a willingness and intention to respond to the crises of a culturally diverse group outside of their immediate circle of friends. (Forty-two references, a sample assessment instrument for cultural awareness, the volunteerism interview questions, and book selection criteria are attached.) (Author/RS)

and different conventions, and in the process may well be creating new and different readers. Picture books give even extremely young children access to literary codes. Armed with this background, however vestigial, children can be readers. (Contains 37 references.) (RS)

ED 364 912 CS 214 153

Leino, Anna-Liisa; Drakenberg, Margareth
Metaphor: An Educational Perspective. Research Bulletin 84.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Context; *Definitions; *Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Role; *Metaphors; Research Needs
IDENTIFIERS- Discourse Communities; *Finland; School Culture; *Sweden

Noting that metaphor has become a multidisciplinary concern, this monograph examines the concept of metaphor in an educational perspective and describes and analyzes how certain specific metaphors are used in education. To define the concept, the monograph studies different theories of metaphor and previous definitions. To study how metaphor is used in education, the monograph discusses certain metaphors which are frequently encountered--among them, root metaphors such as education as guidance, education as growth, and education as liberation. The monograph emphasizes the use of metaphor in Finland and Sweden, where educational researchers have shown very little interest in metaphor. The monograph also outlines ideas for further studies. A figure illustrating the relationship between metaphor, analogy, and simile is included. (Contains 159 references.) (Author/RS)

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Class Activities; Conflict; *Conflict Resolution; Cultural Influences; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Sibling Relationship; Siblings

IDENTIFIERS- *Communication Behavior; Family Communication; *Star Trek (The Next Generation)

"Star Trek: The Next Generation" depicts sibling relationships between Data and Lore (android), Worf and Kurn (Klingon) and Jean-Luc and Robert (human) that illustrate conflictual communication and suggest teaching applications. The most disturbing empirical communication research on conflict between brothers reports that male sibling pairs are consistently more violent than female sibling pairs. The relationship between Data and Lore is introduced in "Datalore," further developed in "Brothers," and concluded in "Descent II." Despite the almost identical "genetic" similarities between the brothers and the fact that they share the same parent and home, their values are dissimilar. Worf and Kurn's relationship is introduced in "Sins of the Father" and continued in "Redemption I and II." Even though the Klingon culture is violent, arguments between brother are not settled by physical attack because the hierarchy contributes to smooth functioning. In the episode "Family," captain Jean-Luc is able to reveal his frailties to his brother Robert, who is placed in his once familiar role of giving advice and protecting his younger brother. Students can use these relationships to analyze change in system patterns, make cross-cultural comparisons, and to explore commonalities in relationships. Making comparisons across the systems can also illustrate the importance of considering cultural assumptions about conflict and conflict resolution. (Contains 21 references.) (RS)

Schools; Junior High School Students; *Middle Schools; *School Restructuring
IDENTIFIERS- *Kentucky; Middle School Students

Kentucky is one of 27 states selected to participate in Carnegie's grant-sponsored Middle Grade Schools State Policy Initiative. This publication offers a blueprint for change in Kentucky's middle grades. Data were collected through surveys of: (1) a total of 214 administrators, 909 teachers, 878 parents, and 1,047 students at 228 Kentucky schools; (2) 254 human-resource agency personnel; (3) 16 higher education institutions that offer middle-grade certification; (4) 190 businesses; and (5) 54 court-designated workers and 57 district judges. Sections of this document highlight each recommendation made by the Carnegie Corporations's 1989 report "Turning Points," states the link to the Kentucky Education Reform Act (KERA), analyzes the current status of Kentucky's middle-grade practices, and suggests strategies to align middle-grade education with each recommendation. The eight "Turning Point" recommendations include: create small communities for learning; teach a core academic program; ensure success for all students; empower teachers and administrators; staff middle-grade schools with specially selected and educated teachers; establish a health-promoting environment; re-engage families; and connect schools with communities. Appendices contain survey data, middle-level practices by school organization, professional-development data, a list of higher education institutions in Kentucky that offer middle-grade certification, safe-school environment data, and a glossary. (LMI)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Historical Materials (060)
DESCRIPTORS- *Child Abuse; Elementary Secondary Education; Legal Responsibility; Public Schools; *School Personnel; *School Responsibility; *State Legislation; *Student Welfare
IDENTIFIERS- *Child Abuse and Neglect Reporting; *Iowa; Mandatory Reporting of Abuse

Iowa law requires direct reporting by mandatory reporters in all schools to the Department of Human Services. State law also requires all schools to adopt a uniform procedure for investigating allegations of abuse of students by school employees. The Department of Education and the Department of Human Services have established administrative rules and a Model Policy for adoption by public school boards and authorities in charge of nonpublic schools. The first section of this report includes an introduction, a Model Policy on Identifying and Reporting Child Abuse, and a reporting procedure for common questions about following the model policy. Appendix A includes a list of district and county Department of Human Services offices. Appendix B includes a Department of Human Services Suspected Child Abuse Reporting Form. The second section of this report includes Model Policy and Rules on Procedures for Investigating Allegations of Abuse of Students by School Employees. Included are an introduction, policy statement, and rules and comments. Appendices A-G include a Complaint of Injury to or Abuse of a Student form, a Report of Level-One Investigation form, Iowa licensed investigators, sexual abuse law, reasonable force law, responses to typical questions, and Board of Educational Examiners Complaint form. (JPT)

assessment that research has shown as necessary to produce resourceful, active learners for the 21st century. Recommendations are made to restate the goals shared by educators and the means to achieve those goals; develop researcher-teacher networks; battle against restrictive contracts (in particular, the limitations on publication); describe future "dystopias"; and reintroduce the concept of equity into the debate. The importance of academic critique, intellectual activity, and collegial work within the polity is even greater in this policy climate that is hostile to research in general and education in particular. (LMI)

ED 364 994 EA 025 540

Simplified Buying Guide, 1992 Edition. California Child and Adult Care Food Program.
PUB DATE- 92
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Breakfast Programs; Elementary Secondary Education; *Food Standards; Guidelines; Health; Lunch Programs; *Nutrition; *Purchasing; Specifications; State Standards
IDENTIFIERS- *California

This guidebook provides a combination of guidance and policy information that will help California sponsors to plan, purchase, prepare, and serve nutritious meals and snacks that comply with the Child and Adult Care Food Program (CACFP) meal pattern requirements. Sections 1 through 4 list foods that may be used for the meat/meat alternate, fruit/vegetable, bread/bread alternate, and milk components. Section 5 lists other foods commonly served that do not count toward any component of meal pattern required by CACFP. The sixth section contains examples of how to fill out menu records and use the factors found in sections 1 through 4. Sections 7 and 8 contain information about sanitation and storage and the infant meal pattern. Appendices, included in the final section, contain checklists, records, worksheets, and policy memos. A total of 22 tables and 3 figures are included. (LMI) practicum. (Contains 24 references.) (JDD)

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ED 365 014 EC 302 639

Menard, Joanne

Development and Implementation of an Integrated Parent Involvement Program for Regular and Special Education Classes in Preschool and Kindergarten for Home and School.

PUB DATE- 28 Mar 93

NOTE- 92p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *High Risk Students; Kindergarten; Kindergarten Children; *Parent Participation; *Parents as Teachers; Preschool Education; Primary Education; *Program Development; Program Implementation; *School Readiness; Skill Development

This practicum sought to combat the problem of decreasing readiness skills and overall general knowledge of entering kindergarten students, by developing and implementing an integrated parent involvement program for regular and special education classes in preschool and kindergarten. The first phase involved parents and children in a home-based summer motor skills and reading program. When school began in the fall, parents became involved in parent education meetings, planning and organizing a learning fair, distributing weekly language development book packets, communicating with school through a telephone communication system, reading and conducting language development activities at home, and developing language extension activities with their children. The practicum had a positive effect on parents' involvement in their child's education in school and at home. Parents responded positively to the programs and became aware of developmentally appropriate practices. Scores on the kindergarten screening test increased. Appendices provide copies of questionnaires and record-keeping forms. (Contains 32 references.) (JDD)

of a study of the benefits from Academic Talent Search fast-paced mathematics instruction. In "Barbara Graham's Animal Classroom," Barbara Graham discusses the role of animals such as mice, frogs, snakes, fish, and birds in sixth-grade math investigations, science themes, and literary works. "Fast-Paced High School Science for the Academically Talented: A Six-Year Perspective" (Sharon J. Lynch) discusses a summer residential program initiated by the Johns Hopkins University Center for the Advancement of Academically Talented Youth. Other articles include: "Mathematical Thinking at Its Best" (Marcy Cook) and "Math in Motion: A Hands-On Creative Approach to Teaching Mathematics in Elementary Schools Using Origami" (Barbara Pearl). (Most papers contains references.) (JDD)

ED 365 037 EC 302 662

Drum, Jean, Ed.
Middle School Gifted.
PUB DATE- Apr 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acceleration (Education); Adolescents; Curriculum Development; Educational Practices; *Gifted; Intermediate Grades; Junior High Schools; Leadership Training; *Middle Schools; *Program Development; Student Needs; *Talent Development; Teacher Attitudes

This theme issue discusses the special needs of gifted students at the middle school level. It presents several articles, editorials, a California funding update, a program spotlight, an educator profile, a column on educational technology, and a book review. An article by Terry A. Thomas, titled "Middle School Madness," discusses middle schools' insensitivity and unresponsiveness to the needs of gifted youth and describes a summer program of accelerated classes to develop the academic talents of middle school students. "Developing Leadership during the Middle School Years" (Margaret Gosfield) describes a leadership training program that involves classroom training, problem solving and decision making activities, individual community service, Volunteer Day, and a leadership conference. "Middle School Survey Report: Impact on Gifted Students--Executive Summary" (Mary Ruth Coleman and James J. Gallegher) presents results of a survey of the attitudes of educators from the middle schools movement and gifted education. Other articles include: "World Class Standards for Middle School Students Who Are Gifted" (Julia Roberts); "Differentiating the Curriculum at Twin Peaks Middle School" (Lynn Astengo); "Middle School Demonstration Sites" (Ron Fontaine and Bill Jones); and "Curriculum Integration at The Mirman School" (Richard Boolootian). (Most papers contain references.) (JDD) the degree to which students were integrated into school and family activities, was significantly associated with each one of the high priority student outcome variables. (Contains 41 references.) (Author/JDD)

ED 365 057 EC 302 682

Hunt, Pam; And Others
Factors Associated with the Integrated Educational Placement of Students with Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 16 Oct 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Advocacy; Elementary Secondary Education; Influences; *Mainstreaming; *Models; *Normalization (Disabilities); Parent Attitudes; Prediction; *Predictive Measurement; *Severe Disabilities; Social Integration; Socioeconomic Status; Student Placement; Surveys; Teacher Attitudes

A survey was conducted of the families and teachers of 1009 students with severe disabilities from five states, to identify factors associated with their integrated educational placement. The questionnaires were designed to measure 19 variables which integration literature suggests are predictive of integrated placement. Logistic regression procedures were utilized to determine the probability of integrated placement as a function of the identified variables, which included characteristics of the student, family, school program, administration, and logistics. Three theoretical models of variables associated with integrated placement were examined, representing integration advocacy, socioeconomic status, and program/facilities characteristics. Additionally, a combined model was estimated using the strongest predictors from the three theoretical models. Within the program/facilities model, predictor variables were the integration characteristics of the Individualized Education Program, the adequacy of ancillary services, transportation adequacy, and physical accessibility. Within the socioeconomic model, parents' rating of residence in an urban community and teachers' rating of higher general community income were associated with integrated placement. Within the advocacy model, the variable most strongly associated with integrated placement was teacher advocacy for integration, followed by administrator advocacy. When all the variables from the three conceptual models were combined, six strongly correlated variables were identified. (Contains 41 references.) (JDD) workshops was offered to increase basic knowledge of parenting skills. Staff were provided with inservice training in techniques for effective aggression management. Referrals for behavior infractions to the administration were reduced by 75 percent during the practicum period. Parents and educators were enthusiastic about the training workshops. Extensive appendices include a behavior management plan, database entry forms, videotaping record form, parent permission form, staff questionnaires, and parent questionnaires. (Contains 36 references.) (DB)

ED 365 077          EC 302 702

Singer, Ann
Increasing the Capacity of Regular Education To Serve Students with Learning Problems through Collaboration with the Child Study Team.
PUB DATE- 7 Jul 93
NOTE- 98p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Checklists; Cooperation; Elementary Education; Elementary School Students; Eligibility; Interdisciplinary Approach; Junior High Schools; Junior High School Students; *Learning Problems; Middle Schools; Parent Teacher Cooperation; Peer Teaching; Prereferral Intervention; *Referral; *Regular and Special Education Relationship; Resource Teachers; Teacher Attitudes; *Teamwork; Tutoring
IDENTIFIERS- Middle School Students; *Teacher Collaboration

This practicum involved the development of a pre-referral intervention approach to increase support for elementary and middle school students with learning problems through the use of Pupil Assistance Committees which designed and monitored strategies for educating students with learning problems in the regular classroom. Pupil Assistance Committees usually consisted of the principal, the learning consultant, the reading specialist, an experienced teacher from regular education, and the referring teacher. An intervention checklist was developed to encourage teachers to try various intervention strategies before referring the student for special education services. Especially effective pre-intervention strategies were parent involvement and peer tutoring. Substantial decreases in the number of referrals were achieved and almost all students referred were found eligible for special services. Increased collaboration between special and regular educators was also achieved. Extensive appendices include additional information on student referrals and classification, interventions used prior to referral, the Pupil Assistance committee referral path, parent notification, pupil assistance procedures, and teacher attitudes. Also attached are various forms used in the program and the intervention checklist. (Contains 29 references.) (DB)

Qualitative Analysis of Second Language Acquisition in Study Abroad: The ACTR/NFLC Project. NFLC Occasional Papers.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Case Studies; College Students; Data Collection; Ethnography; Higher Education; Instructional Effectiveness; Interviews; Journal Writing; *Language Skills; *Learning Processes; Listening Skills; Reading Skills; *Russian; Second Language Learning; *Second Languages; Sex Differences; Skill Development; Speech Skills; Student Characteristics; *Study Abroad; Tape Recordings
IDENTIFIERS- American Council of Teachers of Russian; National Foreign Language Center

A study undertaken by the American Council of Teachers of Russian (ACTR) and National Foreign Language Center (NFLC) is described. The project was designed to examine the process and results of language study abroad. The first phase of the project was a statistical analysis of the relationship between student characteristics (demographic and educational) and pre-program and post-program assessments of students' speaking, listening, and reading abilities. Subjects were 658 students of Russian participating in a semester abroad. The second phase was an ethnographic study of student language-learning behaviors and experiences in the target country, documented by self-report diaries, observations, interviews, and recordings. The present report focuses on the methodology and results of the second phase. It chronicles the data collection process (setting, participants, instruments, and data collected), and summarizes the coding, analysis, and insights gained from student calendar diaries and narrative data. Gender-related differences are discussed briefly. Additional analyses, drawn from audio- and video-recorded data and case studies, are also described briefly. Implications of the findings for second language acquisition research are analyzed. A brief bibliography is included. (MSE)

ED 365 118 FL 021 694

Coniam, David
Co-Text or No-Text? A Study of an Adapted Cloze Technique for Testing Comprehension/Summary Skills.
PUB DATE- Sep 93
NOTE- 11p.; For journal in which this paper appears, see FL 021 693.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Cloze Procedure; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; *Reading Comprehension; Testing; Test Validity; *Writing Skills
IDENTIFIERS- Hong Kong; Summarization

This paper examines one section of the objective paper of the Hong Kong Examination Authority's (HKEA) Use of English Examination. One of the test types in this section of the examination involves candidates completing a cloze passage based on a text. It is the HKEA's contention that the exercise involves summarizing/paraphrasing skills. The findings of the current study, however, suggest that the validity of this test type is questionable since a substantial number of the blanks can be filled in without reference to the text. While it appears to be reliable and discriminates among candidates, as a test type, it would not appear to be achieving this by tapping the intended summarizing/paraphrasing skills. (Author)

articles are written for teachers and teacher educators, and each includes a summary, discussion questions, and projects. They include the following: "Whose Culture? Whose Literacy?" (Keith Walters); "Whose Shared Assumptions? Making the Implicit Explicit" (Anna O. Soter); "Identifying the Languages and Cultures of Our Students" (Denise E. Murray, Patricia C. Nichols, Allison Heisch); "Sensitizing Teachers to Cultural Differences: An African American Perspective" (Evelyn Baker Dandy); "A Mexicano Perspective: Reading the World in a Multicultural Setting" (Olga A. Vasquez); "A Khmer Perspective: Connections Between Khmer Students' Behaviors, History, and Culture" (Usha Welaratna); "Cultural Diversity and Socialization: A Case Study of a Hispanic Woman in a Doctoral Program in Sociology" (Christine Pearson Casanave); "Toward Developing a Cultural Repertoire: A Case Study of a Lao Freshman" (Ann M. Johns); "Diversity Among Individuals: Eight Students Making Sense of Classroom Journal Writing" (Tamara Lucas); "Power and the Politics of Knowledge: Transformative Schooling for Minority Language Learners" (Daniel McLaughlin); "Unlimited Resources: Tapping Into Learners' Language, Culture, and Thought" (Denise E. Murray); and "Language in the Attic: Claiming Our Linguistic Heritage" (Patricia C. Nichols). (MSE)

ED 365 141 FL 021 736

Silberstein, Sandra, Ed.
State of the Art TESOL Essays: Celebrating 25 Years of the Discipline.
PUB DATE- 93
NOTE- 420p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Classroom Techniques; *Communicative Competence (Languages); Contrastive Linguistics; *Cultural Pluralism; Curriculum Design; Discourse Analysis; Educational Trends; Elementary Secondary Education; *English (Second Language); *English for Special Purposes; Grammar; Language Research; *Language Tests; Listening Skills; Professional Associations; Pronunciation Instruction; Reading Instruction; Reading Research; Second Language Instruction; Second Language Learning; Testing; Theory Practice Relationship; Trend Analysis; Whole Language Approach; Writing Instruction
IDENTIFIERS- *Teachers of English to Speakers of Other Languages

A collection of essays for the 25th anniversary of the Teachers of English to Speakers of Other Languages (TESOL) addresses both theory and practice in the field of English-as-a-Second-Language teaching. Articles include: "Internationalism and Our 'Strenuous Family'"; "TESOL at Twenty-Five: What Are the Issues?"; "Communicative Language Teaching: State of the Art"; "Communicative Tasks and the Language Curriculum"; "Whole Language in TESOL"; "From Kindergarten to High School: Teaching and Learning English as a Second Language in the U.S."; "English for Specific Purposes: International in Scope, Specific in Purpose"; "Second Language Acquisition Research: Staking Out the Territory"; "What Does Language Testing Have To Offer?"; "Current Developments in Second Language Reading Research"; "Out of the Woods: Emerging Traditions in the Teaching of Writing"; "Listening in the Second/Foreign Language: Toward an Integration of Research and Practice"; "Grammar Pedagogy in Second and Foreign Language Teaching"; "The Pronunciation Component in Teaching English to Speakers of Other Languages"; "Twenty-Five Years of Contrastive Rhetoric: Text Analysis and Writing Pedagogies"; "TESOL and Applied Linguistics in North America"; and "Building an Association: TESOL's First Quarter Century." (MSE)

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ED 365 142 FL 021 737

Stansfield, Charles W., Ed.
Technology and Language Testing. A Collection of Papers from the Annual Colloquium on Language Testing Research (7th, Princeton, New Jersey, April 6-9, 1985).
PUB DATE- 86
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Chinese; Cloze Procedure; *Computer Assisted Testing; Computer Software; Difficulty Level; *English (Second Language); Heterogeneous Grouping; Higher Education; Interrater Reliability; Item Banks; Language Proficiency; *Language Tests; *Measurement Techniques; Program Descriptions; Reading Comprehension; Second Language Instruction; Second Language Learning; Speech Skills; Statistical Analysis; Testing; Testing

ED 365 161 FL 021 790

Kress, Jacqueline E.
The ESL Teacher's Book of Lists.
PUB DATE- 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Techniques; Contrastive Linguistics; Curriculum Development; Daily Living Skills; *English (Second Language); *English for Academic Purposes; English for Special Purposes; French; German; *Grammar; Idioms; Interpersonal Communication; Listening Comprehension; *Phonology; Pronunciation Instruction; Reading Comprehension; Second Language Instruction; Spanish; Speech Skills; Student Evaluation; *Vocabulary Development; Word Frequency; *Word Lists; Writing Skills
IDENTIFIERS- Antonyms; Cognates; Synonyms

The book for teachers of English as a Second Language (ESL) contains 80 lists of words, expressions, constructions, ideas, and materials for use in ESL lesson planning and classroom instruction. The lists are presented in seven groups: (1) general vocabulary, consisting of 21 lists of English words used in various situations in daily life, including American idioms, foreign idioms, and cognates in French, German, and Spanish; (2) academic vocabulary, with lists for mathematics, science, and social studies; (3) basics of English parts of speech, punctuation, capitalization, and spelling; (4) grammar patterns and practice in sentence structure, subject/verb and time agreement, and common grammatical errors; (5) pronunciation, a group of 13 lists and charts for distinguishing and producing English sounds, stress, and intonation; (6) assessment, listing techniques for assessing students' competence in each language skill area; and (7) curriculum and instruction, providing practical teaching techniques, activities, and instructional resources. A glossary of teaching terms is also included. (MSE)

ED 365 162 FL 021 792

Quay, Suzanne
Explaining Language Choice in Early Infant Bilingualism.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Sociolinguistics Symposium (9th, University of Reading, England, United Kingdom, April 2-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Communicative Competence (Languages); *Context Effect; Early Childhood Education; English (Second Language); Foreign Countries; *Infants; Language Acquisition; Spanish
IDENTIFIERS- *Equivalence Formation; *Language Choice

This study investigated whether language context affects language choice in a Spanish-English bilingual infant from age 1;3 to 1;10. Most studies of child bilingualism assume that communicative competence occurs at a stage in language development after the onset of syntactic constructions, but this paper hypothesizes that once the child begins to acquire

ED 365 180 HE 026 860

Dundar, Halil; Haworth, Jennifer
Improving Women's Access to Higher Education: A Review of World Bank Project Experience. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 101p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; *Access to Education; *Administrative Policy; Comparative Analysis; Cultural Influences; Educational Opportunities; Enrollment Influences; *Equal Education; Females; *Financial Support; Foreign Countries; Higher Education; *International Programs; Labor Market; Nondiscriminatory Education; Program Evaluation; *Sex Fairness
IDENTIFIERS- *ASHE Annual Meeting; World Bank

This working paper reviews World Bank project experience in gender issues within higher education over the last two decades. The study's objectives were to: (1) assess the attention given by the Bank has given to gender issues in postsecondary education; (2) examine policies to increase women's access to postsecondary education; and (3) identifying promising approaches to reducing the gender gap in higher education. Two major conclusions are reported: First, the most essential factor for successful intervention is a strong demand for educated women in the labor market combined with a high private demand for higher education by women (and their parents) and, second, the link between programs offered and labor market demands is critical. Additionally, projects with only a single intervention were successful only in societies where the formal labor market is growing and there are few social constraints or qualifications to inhibit women's participation. Projects with single interventions were less likely to succeed in the presence of such pervasive social factors as low secondary enrollment rates for women, high direct costs for female education, and heavy cultural restrictions in the labor market. Recent Bank projects have been substantially more likely to address gender inequities and provide multiple, interrelated interventions. Appendices detail activities, results, and constraints of the Bank's higher education projects. (Contains 10 references.) (GLR)

ED 365 181 HE 026 861

Hagedorn, Linda Serra
Graduate Retention: An Investigation of Factors Relating to Older Female Graduate Students. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Adult Students; College Students; Doctoral Degrees; Family Influence;

ED 365 198 HE 026 989

Aguirre, Adalberto, Jr.; Martinez, Ruben O.
Summer Reading Opportunity Programs. Voices and Visions of Success in Pursuit of the Ph.D. Enhancing the Minority Presence in Graduate Education V.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 118p.; A title in the Enhancing the Minority Presence in Graduate Education series edited by Nancy A. Gaffney. For other titles in the series, see ED 327 083 and ED 356 694-696.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; American Indians; Black Students; College Faculty; College Students; Doctoral Degrees; *Graduate Students; Graduate Study; Higher Education; Hispanic Americans; *Institutes (Training Programs); Student Motivation; *Summer Programs; Teacher Student Relationship
IDENTIFIERS- Howard University DC; Purdue University IN; Stanford University CA; *Summer Research Opportunity Programs; Temple University PA; University of California Los Angeles

A study was done of Summer Research Opportunity Programs (SROPs) sponsored by graduate schools across the nation to encourage minority undergraduate students to pursue academic careers. Eight United States colleges and universities were selected for the study: Purdue University (Indiana), University of California at Los Angeles, Stanford University (California), Massachusetts Institute of Technology, Temple University (Pennsylvania), Cornell University (New York), University of Illinois at Urbana-Champaign, and Howard University (District of Columbia). All have SROPs as well as graduate departments that have enrolled alumni of these programs. At each institution two SROP alumni were profiled (one a beginning doctoral student and another advanced candidate), along with at least one faculty member who had served as advocate and mentor to the students, and an administrator who managed the SROP. The report provides narrative summaries of each interview with a photograph of the individual and personal and academic data appearing at the beginning. An appendix is a directory of SROP programs across the nation. (JB)

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ED 365 199 HE 026 990

Wallace, Jennifer
Building Bridges: A Review of the School-College Partnership Literature.
PUB DATE- Jun 93
NOTE- 27p.; For a related document, see HE 026 991.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *College School Cooperation; *Educational Change; Educational History; Educational Trends; Elementary Secondary Education; Equal Education; Higher Education; Partnerships in Education; Program Design; *Program Development; Program Effectiveness; School Restructuring; Teacher Education; Trend Analysis

This paper on school-college partnerships summarizes the recent history of these efforts, the "lessons learned" about collaboration, gaps where further study is needed, and an

ED 365 218 HE 027 010

Building a System...To Be among the Best: The Washington State Master Plan for Higher Education.
PUB DATE- 1 Dec 87
NOTE- 53p.; For an update of the master plan, see HE 027 011.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Admission; *Educational Finance; *Educational Planning; *Educational Quality; *Higher Education; Institutional Evaluation; Long Range Planning; *Master Plans; Outcomes of Education; Postsecondary Education; State Colleges; State Programs; State Universities; Statewide Planning; Urban Areas
IDENTIFIERS- *Washington

This report presents Washington State's Master Plan for building a higher education system that addresses change in four fundamental elements: accessing education in urban areas; developing a new higher education funding process; evaluating institutional performance; and strengthening admissions standards. The Master Plan recommends the following: (1) enhanced service to four underserved urban areas of the state: Vancouver, the Tri-Cities, Spokane, and Puget Sound region; (2) a new funding approach that does not require lowering admission standards in order to maintain funding; (3) surveys to gauge graduate and employer satisfaction as well as a search for a nationally normed test of student computation, communication, and critical thinking skills to show how well individual institutions and the system as a whole are performing; and (4) the creation of admission policies that attempt to match student needs and abilities with the appropriate institution. The report concludes with a summary of goals, actions, and recommendations for enhancing the quality of Washington State's higher education. Appendices provide information on the Master Plan process and previous planning efforts, higher education participation rates county by county, details of the Stability Adequacy and Focused Excellence funding processes, and guidelines for service to Spokane. (GLR)

ED 365 219 HE 027 011

A Commitment to Opportunity: 1992 Update of the Master Plan for Higher Education.
PUB DATE- 93
NOTE- 58p.; For the master plan, see HE 027 010.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Budgets; Economic Impact; *Educational Demand; *Educational Finance; Educational Planning; *Educational Quality; Enrollment; Financial Problems; Government School Relationship; *Higher Education; *Master Plans; Retrenchment; School Business Relationship; School Community Relationship; Statewide Planning; Undergraduate Study
IDENTIFIERS- *Washington

This report concerns the status of postsecondary education within the state of Washington, the major challenges that exist, and proposals for meeting the needs of its current and future students. Planning priorities are discussed as well as a series of recommendations that address those priorities. The report notes that the 1991 recession has produced a sluggish economy

ED 365 239		HE 027 031

Tuition and Fee Policies. Briefing Paper.
PUB DATE- Dec 92
NOTE- 16p.; For related documents, see HE 027 027-033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; Comparative Analysis; Computation; *Educational Finance; *Fees; Graduate Study; Higher Education; *Policy Formation; Public Colleges; Research Universities; State Action; State Aid; State Universities; Student Costs; *Tuition; Undergraduate Study
IDENTIFIERS- *Washington

This briefing paper examines Washington State's higher education tuition and fee policies for its public institutions. It discusses the state's current structure for determining tuition and fees; and compares tuition and fees to economic indicators, including state appropriations and other states' policies. The paper also briefly highlights the Washington State Legislature's directives and the Washington State Higher Education Coordinating Board's recommendations and studies concerning tuition and fee policy issues since 1986. Among the current issues that remain unresolved are the following: (1) the appropriate cost sharing relationship between students and the state; (2) the concept of establishing the building fee as a percentage of general tuition and fees; (3) the concept of providing institutional flexibility to impose tuition and fee rates higher than statutory rates for nonresident undergraduate students and resident and nonresident graduate and professional students; (4) the concept of tuition and fee revenues remaining in a local institutional fund; (5) the concept of a general surcharge during the 1993-95 biennium to generate revenue during a state fiscal emergency; (6) the relationship between tuition and fee policy and student financial aid; and (7) the relationship of tuition and fee policy and the current structure of tuition, fee waivers, and residency statutes. The appendix provides peer comparisons of tuition for each student level and status at each institution and the community college system. (GLR)

ED 365 240		HE 027 032

Tuition and Fee Rates, 1992-93. A National Comparison.
PUB DATE- Jan 93
NOTE- 40p.; For related documents, see HE 027 027-033.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Costs; *Educational Finance; *Fees; Graduate Study; Higher Education; National Surveys; *Public Colleges; School Statistics; State Aid; State Universities; Statistical Data; *Tuition; Undergraduate Study
IDENTIFIERS- Evergreen State College WA; University of Washington; *Washington; Washington State University

This is the 24th annual report of tuition and fee rates at public institutions in the 50 states. All data contained in the report were compiled using Washington State Higher Education Coordinating Board surveys of state agencies and/or individual institutions. Eight tables display historical and current

ED 365 259 HE 027 052

Boyd, Joseph D.; Wennerdahl, Carol
The Characteristics of Stafford Student Loan Borrowers in Repayment and the Impact of Educational Debt on Personal and Economic Life Decisions: Comparing 1985 and 1991 Data.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jun 93
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; Comparative Analysis; Data Analysis; *Decision Making; Educational Finance; Educational Policy; Federal Aid; Higher Education; *Loan Repayment; Paying for College; Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; Stafford Student Loan Program

This monograph consists, first, of a brief discussion of the methodology of a study comparing repayment of student loans and the impact of educational debt on students' life decisions in 1985 and 1991, and second, of extensive tables, profiles, and appendices which detail the study's findings. A survey was sent to a random sample of approximately 3,000 borrowers during repayment of their student loans in both 1985 and 1991. Useable surveys were received from 628 borrowers in 1985 and 551 in 1991. Small samples of defaulters were also contacted. For the various data displays, the primary descriptive values displayed are the number of borrowers, means, standard deviations, percentages of change, and significant mean differences. Borrower profiles also report median and quartile values. Among the data presented are the following: loans used only for undergraduate or only for graduate study; borrower monthly take-home income; loan payments as percent of take-home income; sources of loan information; number of colleges at which loans used; number of academic years borrowed; parents' annual income; times late in making payments; degree to which borrowers now wish they had borrowed more/less; degree to which loan debt affected decisions on marriage, housing, and children; grade point average; borrower's age; and consolidation of loans. Appendices also include various cover letters and the survey questionnaire itself. (DB)

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ED 365 260 HE 027 053

Wennerdahl, Carol; Boyd, Joseph D.
The Impact of Significant Federal Student Loan Policy Changes and the Role of States in Student Credit.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jun 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Educational History; Educational Legislation; Educational Policy; Federal Aid; *Federal Legislation; *Federal State Relationship; Higher Education; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Guaranteed Student Loan Program; *Higher Education Act 1965; Stafford Student Loan Program

This monograph reviews the role of the states in federal student

ED 365 280 IR 016 381

Children's Television. Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 10 Mar 93
NOTE- 83p.; Serial No. 103-27.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Broadcast Industry; Broadcast Television; *Childrens Television; Commercial Television; Educational Television; *Federal Legislation; Federal Programs; Hearings; *Programming (Broadcast)
IDENTIFIERS- Action for Childrens Television; Childrens Television Act 1990; Congress 103rd; *Federal Communications Commission; National Association of Broadcasters; Television Criticism

The hearing transcribed in this report is focused on how television broadcasters have been meeting their obligations to the child audience as described in the Children's Television Act of 1990 and how the Federal Communications Commission has been enforcing the law. The report contains testimony from: (1) Peggy Charren, founder, Action for Children's Television; (2) Jeffrey Chester, codirector, Center for Media Education; (3) Paul LaCamera, vice president, WCVB-TV, who presented a prepared statement from the National Association of Broadcasters; (4) Shari Lewis and Lamb Chop, Shari Lewis Enterprises; (5) Brooke Spectorsky, WUAB-TV; and (6) Ernst L. Wynder, president, American Health Foundation. (KRN)

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ED 365 281 IR 016 382

High Definition Information Systems. Hearing before the Subcommittee on Technology, Environment and Aviation of the Committee on Science, Space, and Technology. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 24 Jun 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Broadcast Industry; Competition; Computer Networks; Computer System Design; *Government Role; Hearings; *Information Systems; National Programs; Standards; Systems Approach; *Technological Advancement; Telecommunications
IDENTIFIERS- *Computer Industry; Congress 103rd; *High Definition Television

The objectives of this Congressional hearing on high definition information systems were: (1) to receive testimony on standards for systems that permit interoperability between the computer, communications, and broadcasting industries; (2) to examine the implications of the Grand Alliance, an agreement by high definition television (HDTV) proponents to pool their efforts to produce a single system for resurrecting a domestic manufacturing capability and related consumer electronics equipment and components; and (3) to determine the role of government in supporting the development of technologies important to high definition information systems. Testimony was received from Michael Liebhold, Media Architecture Research, Apple Computer, Inc.; Branko J. Gerovac, Advanced Technology, Communications, Entertainment, and Media Business Unit, Digital

ED 365 300 IR 016 473

Haigh, Gerald
Using Technology To Combat Truancy. Number 10 in a Series of CTC Trust Publications.
PUB DATE- Jul 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attendance; Attendance Patterns; Computer Managed Instruction; Data Collection; Educational Technology; *Electronic Equipment; Foreign Countries; *Management Information Systems; Program Implementation; *School Holding Power; School Surveys; Secondary Education; Secondary School Students; *Systems Development; Technological Advancement; *Truancy; Use Studies
IDENTIFIERS- *City Technology Colleges (England)

The 14 City Technology Colleges (CTCs) opened so far in Great Britain are achieving an average attendance rate of between 90 percent and 97 percent. This high level of attendance has been assisted by the use of electronic registration (role taking) devices, including smart cards, portable computers, and optical readers. This report compares electronic registration systems available as a useful guide to schools considering adopting one of the systems. In addition to reducing truancy by monitoring general attendance and attendance at specific classes, electronic registration can save teacher time and make it easier to report student absences. The main methods of data collection are the traditional paper register (notebook), the Optical Mark Reader (preprinted forms and optical conversion into computer data), the swipe card (magnetic or bar codes), and the portable computer. Information about the use of these methods was collected through a survey of the CTCs and their affiliated schools (23 institutions). From these responses, some principles are derived for selecting a registration system. These include knowing what is needed, seeing the system in operation and checking the satisfaction of other users, planning carefully for implementation, and introducing the system carefully. Appendixes list suppliers and systems, give some example documentation, and discuss the legal requirements for attendance. (SLD)

ED 365 301 IR 016 474

Wiebe, James H.
Computer Tools and Problem Solving in Mathematics. Using Technology in the Classroom Series.
PUB DATE- 93
NOTE- 241p.; For related volumes, see IR 016 475-478.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Computer Assisted Instruction; Computer Graphics; *Computer Software; Databases; Desktop Publishing; Elementary School Mathematics; Elementary Secondary Education; *Learning Activities; Mathematical Enrichment;

ED 365 320 IR 054 766

Secondary Biographies: A Selected List of Recent Biographies for Secondary Students Which Have Been Favorably Reviewed.
PUB DATE- Jan 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Authors; *Biographies; Book Reviews; History; Presidents of the United States; Secondary Education; Secondary School Students
IDENTIFIERS- Politicians; Sports Literature

This annotated bibliography lists 96 recent biographies and autobiographies for secondary students that have been favorably reviewed in the literature. A little more than a quarter of the entries represent books on government or political leaders. Books on writers, sports figures, performers, and historical figures are also well represented. Also included are books about military, media, and scientific figures. Five of the books are collections of brief biographies. Each entry includes an indication of age appropriateness and the source of a review of that item. The bibliography is arranged in alphabetical order by author, and a subject index is included. (KRN)

ED 365 321 IR 054 767

Trains, Trains, and More Trains: All Aboard the Reading Railroad.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; Class Activities; Elementary Education; Instructional Materials; *Library Services; Program Implementation; Rail Transportation; *Reading Programs; *Resource Materials; School Libraries

This collection of documents contains samples and ideas for use in library reading programs. Contents include: (1) directions for a big book display; (2) an outline train to be copied; (3) a list of jump rope rhymes and railroad songs; (4) suggested themes and bulletin board ideas for railroad programs; (5) a train maze and puzzle; (6) a game and drawings for recording books read; (7) writing activities; (8) a list of train-related class activities; (9) a 61-item bibliography of train stories and non-fiction; (10) a 16-item professional bibliography; and (11) a train decoration to copy. (SLD)

ED 365 322 IR 054 768

Alaskana for Libraries: A Core List of Books.
PUB DATE- 93
NOTE- 60p.; Compiled by the Alaska Library Association Alaskana Working Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indian Languages; Annotated Bibliographies; Biographies; Books; Fiction; History; *Library Collection Development; *Library Collections; Library

ED 365 341 IR 054 795

Siggins, Jack, Comp.; Sullivan, Maureen, Comp.
Quality Improvement Programs in ARL Libraries. SPEC Kit 196.
PUB DATE- Sep 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Improvement Programs; Institutional Characteristics; Library Associations; Library Development; Library Services; Library Surveys; *Program Implementation; *Quality Control; *Research Libraries; Training

In April 1993, the Association of Research Libraries (ARL) conducted a survey of its members to update information gathered in 1991 about the existence of quality improvement programs and the use of quality improvement processes in research libraries. A total of 91 responses (76 percent) was received to the 13 questions of the survey. Fifteen (16 percent) of the respondents indicated that they currently have a formal quality improvement program in effect. Of the 76 libraries with no stated program, 18 are part of institutions that have programs in other departments. Ten of the 15 with programs are part of a larger improvement program within the institution. The improvement programs focus on a wide range of departments and functions and use a variety of improvement processes, suggesting that these libraries recognize the importance of emphasizing quality of service to library users in a number of ways. Attachments include documents related to the following topics: (1) university and library context (6 documents); (2) library programs (6 documents); and (3) training (6 documents). Flyer 196 is provided, which summarizes the Kit. (Contains 29 references.) (SLD)

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ED 365 342 IR 054 796

Van House, Nancy A.; Childers, Thomas A.
The Public Library Effectiveness Study: The Complete Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 107p.; For a related report, see IR 054 797.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Efficiency; *Evaluation Criteria; Evaluation Methods; Evaluation Research; *Institutional Evaluation; Library Planning; Library Role; Library Surveys; Measurement; *Organizational Effectiveness; Performance; Performance Factors; *Public Libraries; Questionnaires; Role Perception; Tables (Data)
IDENTIFIERS- American Library Association; *Public Library Effectiveness Study

The purpose of the Public Library Effectiveness Study was to define effectiveness for the public library institution. The research was designed not to measure effectiveness or evaluate particular libraries or groups of libraries, but rather to identify the feature or features of a public library that most directly attest to its effectiveness. The major questions the

ED 365 361 JC 930 319

Shapiro, Janet; Jacobs, Elaine
California Community Colleges Model Service Site for Students with Psychological Disabilities, January 1991-July 1992.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *College Students; Community Colleges; Educational Counseling; *Inservice Teacher Education; *Mental Disorders; Program Descriptions; Program Evaluation; Program Implementation; Psychological Needs; School Community Relationship; *Special Needs Students; Student Characteristics; Student Needs; Student Personnel Services; Two Year Colleges
IDENTIFIERS- California Community Colleges

To identify the instructional support needs of students with psychological disabilities, the California Community Colleges established four model site projects at Santa Barbara City College (SBCC), Kings River College, College of San Mateo, and San Diego City College. At SBCC, the Disabled Student Programs and Services (DSPS) office coordinated the project, hiring a psychological disabilities specialist. Inservice training programs were established to educate faculty and staff about the project and the needs and characteristics of students with psychological disabilities. In addition, DSPS cooperated with community mental health services to identify students at SBCC with psychological disabilities, determined reasonable support services for this population, and evaluated existing SBCC courses to determine which might provide the services to this population. Data were also collected on the students referred to DSPS during the project period, indicating that Social Security/Disability Insurance was the most common identified source of income and the majority of students verified as disabled had received at least a high school diploma. Finally, an education support group and a model site advisory committee were established in cooperation with the county agencies and community groups. DSPS staff found that the program maintained effective relationships with agencies, the community, and the school. Recommendations include continuation of the in-service program to educate faculty about the disability and increasing educational resource and career development services. Forms for student evaluation and sample brochures are included. (ECC)

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ED 365 362 JC 930 419

Meagher, Donald G.
Perspectives on Literacy in a Community College: Interviews with Students and Faculty in English and College-Prep Departments.
PUB DATE- Jun 93
NOTE- 310p.; Doctoral Dissertation, University of Miami.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- College English; *College Faculty; Community Colleges; Educational Legislation; Educational Research; Interviews; *Literacy; Qualitative Research; Research Methodology; Research Utilization; Role of Education;

ED 365 378 JC 940 053

Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1993.
PUB DATE- Jan 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Associate Degrees; College Graduates; Community Colleges; Comparative Analysis; Credit Courses; Educational Certificates; Enrollment; *Enrollment Trends; Full Time Equivalency; *Minority Groups; Student Attitudes; Student Behavior; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Illinois Community College Board

At the close of each fiscal year, the 50 public community colleges of the Illinois Community College System (ICCS) are required to submit detailed student records to the ICCS Board providing data on annual enrollments and completions for credit-generating students. Highlights for fiscal year (FY) 1993 include the following: (1) ICCS institutions enrolled 721,848 students in instructional credit courses, a decrease of .8% from the previous year; (2) annual full-time equivalent (FTE) enrollment was 237,129, an increase of .1% over FY 1992; (3) as in FY 1992, overall minority student enrollments remained at approximately 32%, although the number of black students decreased by 1.7%; (4) 7 out of 10 students attended on a part-time basis during FY 1993; (5) associate degree nursing, the largest occupational program, enrolled 15,192 students; (6) less than 20% of students indicated an intent to transfer, while over half indicated intent to prepare for a new career or improve occupational skills; (7) among those students for whom high school percentile rank data were available, 50% ranked in the upper half of their graduating class; (8) over 39,000 degrees and certificates were awarded to students in FY 1993, a 5.2% increase over FY 1992; (9) nearly 14,000 baccalaureate/transfer degrees were earned, a 2% increase over FY 1992; (10) females accounted for 60% of all completions; and (11) minority students earned 20% of the collegiate-level degrees awarded in FY 1993, with blacks accounting for 60% of minority completions. Detailed data tables with enrollment totals for individual colleges and comparisons with FY 1991 and FY 1992 are included. (PAA)

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ED 365 379 JC 940 054

Report on Community College Program Review, Fiscal Year 1993.
PUB DATE- Jan 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Education; Ancillary School Services; College Programs; *Community Colleges; Program Descriptions; Program Effectiveness; *Program Evaluation; Program Improvement; Program Termination; Program Validation; Self Evaluation (Groups); State Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois Community College Board

In 1983, the Illinois Community College Board (ICCB) established a systemwide program review process calling for the evaluation

ED 365 396 JC 940 076

Lorimer, Susan; And Others
California Community College Counselors Association Report on the Results of the 1992-93 Statewide Counseling and Advising Services Survey. Revised.
PUB DATE- 24 Jan 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Counseling Services; *Counselor Client Ratio; *Counselors; *Educational Counseling; Employment Patterns; *Faculty Advisers; Institutional Research; Program Administration; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

In April 1993, a study was undertaken by the California Community College Counselors Association to devise a formula to estimate the direct counseling/advising full-time equivalent (FTE) to student ratio at each college. Other purposes of the study were to provide data on the amount of counseling FTE spent teaching and coordinating student services programs; to determine the ratio of full-time to part-time counselors on each campus; and to collect data on the amount of instructional faculty advising and paraprofessional advising being done in the state. A survey instrument was mailed to the counseling managers at all California community colleges, and 63 responded. Study findings included the following: (1) the median direct counseling ratio was 1 FTE counselor to 1,717 students, and the highest ratio was six times greater than the lowest; (2) the median direct counseling/advising ratio was 1 counselor/advisor to 1,418 students; (3) the largest colleges had the highest ratios for both direct counseling FTE and direct counseling/advising FTE to student ratios; (4) the median percent of counseling FTE allocated to teaching was 6.4%, while 9.5% FTE was allocated to program coordination; and (5) the median percent of all counselors who were full-time was 84%. Data tables analyzing survey results by college are appended. (MAB)

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ED 365 397 JC 940 086

Burnside, Charles L., Ed.
TJCTA Messenger, Fall 1987-Spring 1988.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; Advocacy; College Faculty; *College Instruction; Community Colleges; Conferences; Educational Policy; *Faculty Organizations; *Liberal Arts; Newsletters; Organizations (Groups); Standards; *Teacher Role; Two Year Colleges; *Writing Across the Curriculum
IDENTIFIERS- Texas; *Texas Junior College Teachers Association

Published four times annually by the Texas Junior College Teachers Association (TJCTA), this newsletter provides news about events affecting Texas Junior Colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. The first issue of the 1987-88 academic year (Fall 1987) discusses the Texas Governor's veto of a $45.3 million

ED 365 414 PS 021 644

Geekie, Peter; Raban, Bridie
Learning To Read and Write through Classroom Talk. Warwick Papers on Education Policy No. 2.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Classroom Communication; Classroom Environment; Cognitive Development; Early Childhood Education; *Language Acquisition; *Learning Processes; Teacher Student Relationship; Teaching Methods; Verbal Communication; *Writing (Composition); Writing Instruction
IDENTIFIERS- Bruner (Jerome S); *Conversation; Talk Write Method; Vygotsky (Lev S)

Noting that conversation between adults and young children is a well-known stimulus to language development, but that conversation is seldom fully used in the classroom, this paper argues that conversations can and should be used more. It presents a range of research findings and classroom examples to support that argument. Chapter 1 examines the role of talk in the learning process and chapter 2 discusses Vygotsky's theory of sign operations and cognitive development. Chapter 3 explains Bruner's thesis of a Language Acquisition Support System. Examples of literacy activities in the classroom are presented in chapter 4. Chapter 5 examines the role of teacher-child conversation in the development of writing skills in a study of children during their first formal year of schooling. Chapter 6 offers an example of how a young child uses spoken language to control such mental processes as attention and memory and uses these skills in the process of learning written language. The final chapter proposes that teachers develop a familiarity with their students that is tied to classroom activities and situations in order to encourage more productive types of talk in the educational setting. (TJQ)

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ED 365 415 PS 021 646

Behrman, Richard E., Ed.; Lewit, Eugene M., Ed.
U.S. Health Care for Children.
PUB DATE- Dec 92
NOTE- 196p.; Individual articles appearing in this journal are indexed in CIJE.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Health; Children; Federal Programs; *Health Care Costs; Health Insurance; *Health Needs; Health Programs; *Health Services; Mothers; Pregnancy; State Programs
IDENTIFIERS- *Health Delivery Systems; Health Resources Utilization; *Maternal and Child Health Services; Maternal Health

The articles in this journal issue provide an overview of ways in which health services are presently delivered to children, youth, and pregnant women; the means by which these services are financed; and some of the major deficiencies in meeting the health needs of these groups. In the first article, the Center for the Future of Children presents several recommendations for

ED 365 434 PS 021 896

O'Connell, Martin
Where's Papa? Fathers' Role in Child Care. Population Trends and Public Policy No. 20.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Caregivers; *Day Care; Demography; Early Childhood Education; Employed Parents; Employed Women; Family (Sociological Unit); *Fathers; *Parent Role; *Sociocultural Patterns
IDENTIFIERS- Child Care Costs

Men are taking a more active role in child care. By 1991, 20% of preschool children were cared for by their fathers while their mothers worked outside the home--an increase since 1988, when only 15 percent of preschoolers were cared for by their fathers. This report summarizes the latest findings on child care arrangements of mothers who work outside the home and explores the trend in father-provided child care since the late 1970s. Discussions cover the following topics: (1) fathers as child care providers; (2) family changes in child care arrangements; (3) child care costs; (4) parental employment; (5) family work schedules; (6) parental availability for child care; (7) the need to juggle work and child care; (8) characteristics of fathers who are likely to become child care providers; (9) single mothers; and (10) trends in paternal child care. The findings reveal that fathers are the single most important source of family-provided child care for preschool children when mothers work outside the home, and that changes in the United States economy since 1988 have made paternal child care both more feasible and more of a household necessity. Current trends suggest that flexible work hours and work arrangements may encourage more fathers to play stronger roles in providing child care for their children. (SM)

ED 365 435 PS 021 912

Boer, Frits, Ed.; Dunn, Judy, Ed.
Children's Sibling Relationships: Developmental and Clinical Issues.
PUB DATE- 92
NOTE- 165p.; Papers in the book are based on presentations at the International Symposium, "Brothers and Sisters, Research on Sibling Relationships, Therapeutic Applications" (Leiden, Netherlands, December 1990).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Adolescents; Birth Order; Children; Disabilities; Eating Disorders; Family Environment; Foreign Countries; *Helping Relationship; Mental Retardation; *Parent Child Relationship; Peer Relationship; *Sibling Relationship; *Siblings; *Social Development
IDENTIFIERS- Dysfunctional Family; Only Child Family; Only Children; *Sibling Caregivers; *Sibling Rivalry

This book examines the relationship between siblings as one characterized by distinctive emotion and intimacy from infancy onwards, noting that such relationships offer children unique opportunities for learning about self and others and have

ED 365 455 PS 022 002

Hencke, Rebecca; Raya, Pamela
You're Mean! Differences between Three-Year-Old Boys and Girls in Narratives about Nice and Mean Social Interactions.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; Developmental Stages; Interpersonal Competence; Interpersonal Relationship; *Sex Differences; Shyness; *Social Development; Story Telling; *Young Children

This study addressed the question of developmental processes underlying gender differences in aggression. Specifically, the study examined stories young children tell about nice or mean social interactions. A total of 100 middle-class 3-year-olds participated in storytelling sessions with trained experimenters. Subjects also completed the Peer Nice and Mean story sequence. The results suggest that enjoyment of and superior performance on stories involving aggression is the developmental norm for 3-year-olds. Although age is the most common source of socialization-induced change, girls appear to appropriate social prohibitions against aggression earlier than boys. Shy, inhibited children may also appropriate these prohibitions at an earlier age than more outgoing children. (MDM)

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ED 365 456 PS 022 007

Ejlali, Christine
LIFE (Learning Is For Everyone) Program Evaluation, October 1, 1989-September 30, 1990).
PUB DATE- 30 Sep 90
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; At Risk Persons; Community Involvement; Educational Improvement; Elementary School Students; *Parent Participation; Parent Role; *Parent School Relationship; Parent Workshops; Primary Education; *Program Effectiveness; *Program Evaluation; *School Activities; Student Attitudes; Teacher Workshops
IDENTIFIERS- *Washington County School District TN

This report describes the Learning Is For Everyone (LIFE) program, a community involvement initiative developed by the Washington County, Tennessee, schools to increase the level of family involvement in the schools to raise student achievement levels. The LIFE program's primary focus in 1989-90 was to establish a positive attitude toward education in students in kindergarten through second grade. Children, parents, and teachers participated in six major activities: (1) the Bowdoin School Parent Education Program for parents to make them more effective educators at home; (2) the Family Math Program to help parents teach basic math skills to their children at home; (3) the Parents Assisting School Success (PASS) Program to help parents better understand how to work with their children; (4) the Pre-Kindergarten Screening Program to identify at-risk

ED 365 475 PS 022 054

Zigler, Edward, Ed.; Styfco, Sally J., Ed.
Head Start and Beyond: A National Plan for Extended Childhood Intervention.
PUB DATE- 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- At Risk Persons; *Early Childhood Education; *Early Intervention; *Educational Policy; Federal Legislation; *Federal Programs; Program Effectiveness; Program Evaluation; Program Improvement; Young Children
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Project Follow Through; *Project Head Start

For nearly 30 years the federal government has funded education programs to help disadvantaged children succeed in school. This book examines and evaluates three existing programs (Project Head Start, Project Follow Through, and the so-called Chapter 1 programs of the 1965 Elementary and Secondary Education Act) and describes the newly-created Head Start Transition Project. The authors recommend that the huge Chapter 1 program adopt the model of the Transition Project to become the school-age version of Head Start, creating a well-funded, coordinated, and cost-effective series of interventions with unified goals and comprehensive services to meet the needs of poor children from the preschool years through the early elementary grades. The five essays are as follows: (1) "The National Head Start Program for Disadvantaged Preschoolers" (Edward Zigler and others); (2) "Project Follow Through: Intent and Reality" (Carol Doernberger and Edward Zigler); (3) "America's Title I/Chapter 1 Programs: Why the Promise Has Not Been Met" (Carmen G. Arroyo and Edward Zigler); (4) "The Head Start Transition Project: Head Start Goes to Elementary School" (Edward M. Kennedy); and (5) "Strength in Unity: Consolidating Federal Education Programs for Young Children" (Edward Zigler and Sally J. Styfco). Each essay includes a list of references. (MDM)

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ED 365 476 PS 022 070

St. Pierre, Robert; And Others
National Evaluation of the Even Start Family Literacy Program. Report on Effectiveness.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 19 Oct 93
NOTE- 193p.; For the first year report with appendices and executive summary, see ED 356 044. For the second interim report, see ED 357 888.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; *At Risk Persons; Early Childhood Education; *Family Programs; Federal Programs; *Literacy; *Literacy Education; Parent Education; Poverty Programs; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Even Start; Family Literacy

This evaluation report is the third in a series of reports that are part of a 4-year national effort designed to describe the types of Even Start projects that have been funded, the services provided, the collaboration efforts undertaken, and the obstacles to program implementation that have been encountered. The current report provides information about the

ED 365 494          RC 019 448

Reddick, Thomas L.; Peach, Larry E.
Student Opinions Concerning Homework Assignments in Seven Rural High Schools.
PUB DATE- 2 Oct 93
NOTE- 10p.; Paper presented at the Annual Conference of the Tennessee Association for Supervision and Curriculum Development (Memphis, TN, October 1993). Contains light type throughout document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *High School Seniors; *Homework; Rural Schools; School Attitudes; *Student Attitudes
IDENTIFIERS- Tennessee

This study was designed to assess high school students' opinions concerning issues relating to homework assignments. A questionnaire about homework was completed by 210 selected high school seniors in 7 rural Tennessee high schools. Findings indicate that 83 percent of respondents were assigned homework on a regular basis, with about two-thirds receiving assignments in three or more subjects daily. Two-thirds of students completed their homework in 1-3 hours. Although 91 percent said that homework was directly related to what they were taught in class that day, only 37 percent felt that homework was beneficial and only about 21 percent felt it was reasonable in terms of time and work required for completion. Only a third felt that homework motivated them to learn more about the topics they were studying. About a quarter of students indicated that homework was sometimes or often used as punishment for misconduct. Over 90 percent indicated that homework was usually or always collected and graded, and 71 percent felt that teachers gave adequate instruction on how to complete assignments. Five hypothetical and problematic homework assignments are described, and general recommendations for assignments are suggested. Survey questions and responses are included. (SV)

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ED 365 495          RC 019 449

Pool, Dennis L.
Nebraska School Facilities: Educational Adequacy of Structures and Their Funding.
PUB DATE- May 93
NOTE- 9p.; Paper presented at the Annual Rural and Small School Conference (15th, Manhattan, KS, October 25-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Building Obsolescence; *Educational Equity (Finance); Elementary Secondary Education; Rural Schools; *School Buildings; School Districts; School District Size; *School District Wealth; School Surveys; State Surveys
IDENTIFIERS- *Educational Adequacy; *Nebraska; Small School Districts

In 1991, Nebraska school superintendents and building administrators were surveyed about the physical condition of school facilities, their adequacy for instruction, and each

ED 365 513 SE 053 803

Stedman, James B.
Eisenhower Mathematics and Science Education Act: Overview and Issues for Reauthorization. CRS Report for Congress.
PUB DATE- 17 Dec 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Federal Legislation; *Federal Programs; Grants; Mathematics Achievement; *Mathematics Education; *National Programs; *Science Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program; Reauthorization Legislation; Science Achievement

Legislative authority for the Dwight D. Eisenhower Mathematics and Science Education Act, one of the principal sources of Federal funding to improve mathematics and science instruction in elementary and secondary schools, expires during the 103d Congress. This report provides background data and analysis for the reauthorization of the Eisenhower Act. It reviews the general concerns about mathematics and science performance that may affect this reauthorization, as well as those related issues involving National Education Goals, standards, and assessments left unresolved by the 102d Congress. Included are overviews of the current provisions of the Act, its funding, and major findings from recent evaluations and studies. A concluding section analyzes some of the significant questions that may be considered during this reauthorization: (1) funding shifts from local education agencies to state education agencies and institutes of higher education, (2) training duration required of local education agencies, (3) the extent to which Eisenhower funds should be directed to broad mathematics and science reform efforts, (4) the use of Eisenhower funds to support educational reform beyond mathematics and science education, (5) the needs of underrepresented and underserved populations served by Eisenhower activities, and (6) legislative changes needed to improve the administration of Eisenhower funds. (MDH)

ED 365 514 SE 053 817

English, Lyn
Development of Children's Strategic and Metastrategic Knowledge in a Novel Mathematical Domain.
PUB DATE- Oct 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Elementary Education; Elementary School Students; Foreign Countries; *Learning Strategies; *Mathematics Education; *Metacognition; *Problem Solving
IDENTIFIERS- Combinatorics; *Solution Methods (Mathematics)

This study investigated the independent strategy development of 7- to 12-year-old children from the suburbs of Brisbane, Australia in solving a series of novel, two- and three-dimensional combinatorial problems. For each of the problem types, a sequence of five, increasingly complex, strategies was identified from the children's actions and explanations as they

ED 365 534 SE 053 966

Kemis, Mari R.; And Others
Superintendents' and Teachers' Knowledge of Curriculum Reform Efforts in Mathematics and Science: Does School Size Make a Difference?
PUB DATE- 4 Dec 92
NOTE- 38p.; Paper presented at the Annual Conference of the Iowa Educational Research and Evaluation Association (Ames, IA, December 4, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Knowledge Level; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *School Size; School Surveys; Science Curriculum; Science Education; *Science Teachers; Secondary School Teachers; *Superintendents; Tables (Data)
IDENTIFIERS- *Iowa; National Standards; NCTM Curriculum and Evaluation Standards; Project 2061 (AAAS); *Reform Efforts

This study examined whether there were significant differences in the level of knowledge regarding curriculum reform efforts in mathematics and science and the level of incorporation of these new standards and recommendations into the curriculum among districts of varying size in Iowa. Data were gathered from respondents to school surveys of randomly selected superintendents (n=130) and teachers (165 mathematics and 140 science secondary teachers, and 173 K-8 teachers) about the needs of Iowa's mathematics and science teachers, the supply and demand for qualified mathematics and science teachers, and curricular needs in mathematics and science. Data analysis indicated that: (1) all groups reported little familiarity with reform efforts regardless of the size of the school district; (2) superintendents were somewhat more familiar with the reform efforts than are teachers of both science and mathematics; (3) knowledge of reform efforts in mathematics was slightly higher than for science; (4) teachers of mathematics and science were more likely to know about reform at their own grade level; and (5) there were no significant differences between either teacher or superintendent groups from different size districts in knowledge about mathematics and science reform efforts. The study concluded that there was the need to provide educational opportunities to inform superintendents and teachers of the reform efforts. (MDH)

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ED 365 535 SE 053 967

Report to the Governor's Mathematics and Sciences Advisory Board Presented to Governor Carroll A. Campbell, Jr.
PUB DATE- Jul 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Needs Assessment; Professional Development; *Science Curriculum; *Science Education; *State Programs; Student Evaluation
IDENTIFIERS- *South Carolina

ED 365 556 SE 054 052

Lewis-Webber, Mavis
Earthcycles: Environmental Education with Preschool Children.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Birds; Class Activities; Classification; *Ecology; *Environmental Education; Foreign Countries; Learning Activities; Preschool Children; Preschool Education; Preschool Teachers; Solid Wastes; Trees; Water Quality; Water Resources
IDENTIFIERS- Earthworms; *Environmental Issues; Life Cycles; Wildflowers

Early childhood educators and parents face the task of educating young children in Canada about environmental issues. The sooner young children participate in activities with an environmental theme, the more likely they are to appreciate the environment. This booklet is designed to introduce early childhood educators to environmental education with preschool children. Fourteen hands-on activities are presented to expose children to: (1) lifecycle of plants or objects; (2) how objects decompose; (3) what garbage is; (4) how to prepare a lunch without garbage; (5) trees; (6) birds; (7) ecosystems; (8) wildflower identification; (9) the community plant life; (10) earthcycles; (11) earthworms; (12) water quality; and (13) air pollution. Each activity provides background information, instructions on how to prepare; procedures to carry out the activity, and other activity ideas to explore. A selected bibliography of 38 citations contains children's book resources, identification resources, and activity resources. (MDH)

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ED 365 557 SE 054 079

Smith, Leslie A.; Bitner, Betty L.
Comparison of Formal Operations: Students Enrolled in ChemCom versus a Traditional Chemistry Course.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Kansas City, MO, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Classroom Research; Concept Formation; Developmental Stages; High Schools; *Logical Thinking; Science and Society; *Science Curriculum; *Science Instruction; Scientific Concepts; Secondary School Science; *Sex Differences
IDENTIFIERS- *ChemCom; Group Assessment of Logical Thinking; Science Technology and Society Courses

The purpose of this study was to determine the influence of an STS curriculum (ChemCom) versus a traditional chemistry curriculum (GenChem) on student formal reasoning level. Cluster random sampling was used to select the sample (N=123). Gender differences in formal reasoning level were also investigated. The abbreviated GALT pretest was administered to students enrolled in a ChemCom curriculum (n=63) and a GenChem curriculum (n-60). A GALT posttest was administered after treatment. ANCOVA and chi-square statistical tests were used to analyze differences between the two curricular approaches and between gender, respectively. No significant differences were

ED 365 577 SO 023 390

Powell, Lynne M.
The Development and Implementation of an Interdisciplinary Global Education Program at Seacrest Country Day School.
PUB DATE- Jul 92
NOTE- 303p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Educational Research; Elementary Education; Global Approach; Interdisciplinary Approach; *International Education; Private Schools; *Recycling; *Social Studies; Student Participation; Student Volunteers; World Affairs; *World Problems
IDENTIFIERS- *Global Education

This report describes the process used by a fully accredited private school (Sea Crest County Day School, Florida) of prekindergarten through grade eight to develop and implement an interdisciplinary global education program. Areas of need that were addressed included: differences in definition of the concept by the teachers, inconsistencies in the scope and areas of the curriculum where global concepts were addressed, teacher concerns about adding more to an already full curriculum, teacher concerns over lack of student knowledge about global concepts, and student reluctance to participate in community service projects. Intervention strategies included: inservice workshops for teachers; workshops for parents; development of a definition, philosophy, goals, objectives, and curriculum for a global education program; development of a catalog of local, national, and international resources and opportunities for global education; and a schoolwide implementation of the program. Global education became a central theme in the school environment. Parents and members of the community became actively involved in the program, and the community became a learning laboratory for the students. The paper is divided into seven chapters: (1) Problem statement and community background; (2) Problem definition and evidence; (3) Influence in the problem context bearing on solutions and outcomes; (4) Problem conceptualization, solution strategy, and project outcomes; (5) Implementation history; (6) Evaluation of results and process; and (7) Decisions on future of intervention. (DK)

ED 365 578 SO 023 391

Stevens, Louise K.
Planning To Make the Arts Basic: A Report to the National Endowment for the Arts on the Impact and Results of the Arts in Schools Basic Education Grants Program.
PUB DATE- Aug 91
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Curriculum Development; *Educational Change; Educational Finance; Educational Planning; Elementary Secondary Education; *Program Evaluation; State Programs
IDENTIFIERS- *Arts in Schools Basic Education Grants; *National Endowment for the Arts

This report is an overview of events that have taken place over the last 4 years to further efforts to make the arts part of what every schoolchild learns in every grade. The report

ED 365 596 SO 023 560

Alger, Chadwick F.
Perceiving, Understanding, and Coping with the World Relations of Everyday Life.
PUB DATE- Jun 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Forum (Indianapolis, IN, June 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; *Foreign Policy; *Global Approach; Higher Education; *International Education; *International Relations
IDENTIFIERS- Amnesty International

This document on teaching about the effects of the world on everyday lives argues that this knowledge does not come naturally because of the traditions in teaching and research in international relations. This field of study traditionally has focused on the relations between territorial states in the interstate system, and on the foreign policies of these states. Emphasis has focused primarily on conflicts and wars among the big powers, and on their efforts to control part or all of the interstate system. While the powerful states have had a tremendous impact on the lives of people throughout the world, teaching and research traditions tend to incapacitate most people for effective participation in the development of the foreign policies of their state. Foreign policy making is taught as an observer sport. As a result, individuals only begin to comprehend how they are directly involved in decisions to wage war or overturn regimes. Many people in local communities do perceive their relationships with the world and are able to cope effectively. Two examples are: (1) people in business who manage the headquarters of transnational corporations and their branches located in towns; and (2) those who "think globally and act locally," groups like Amnesty International and those that urge global education efforts. These people have overcome the disabilities of state centered international education and perceive ways in which they as individuals, and their local communities, are involved in global issues. Teachers must acquire the capacity to perceive world relations in their daily life. (DK)

ED 365 597 SO 023 563

Keller, Morton
American History Since 1945: A Framework for Periodization. Occasional Paper.
PUB DATE- Oct 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Cultural Context; Economics; Elementary Secondary Education; Foreign Policy; Historiography; Social Attitudes; *Social Change; Social Studies; *United States History
IDENTIFIERS- *Twentieth Century

Teachers can approach U.S. history since 1945 in two time periods. The first is "Postwar America" (1945-1973), the playing out of the economic, cultural, social, cultural/intellectual, and foreign policy thrusts and attitudes

Problems; Test Items; Trend Analysis; Writing Evaluation; Writing Instruction
IDENTIFIERS- ACTFL Proficiency Guidelines; Rasch Model; University of California Los Angeles

This collection of essays on measurement theory and language testing includes: "Computerized Adaptive Testing: Implications for Language Test Developers" (Peter Tung); "The Promise and Threat of Computerized Adaptive Assessment of Reading Comprehension" (Michael Canale); "Computerized Rasch Analysis of Item Bias in ESL Tests" (Harold S. Madsen, Jerry W. Larson); "Item Banking via DBASE II: The UCLA ESL Proficiency Examination Experience" (Grant Henning); "Computerized Multilevel ESL Testing, a Rapid Screening Methodology" (Marilyn M. Hicks); "Item Selection from Pretests in Mixed Ability Groups" (John H. A. L. deJong); "Correlation Between Human and Machine Ratings of Test of Spoken English Reading Passages" (Garry Molholt, Ari M. Presler); Development of a Tape-Mediated, ACTFL/ILR Scale-Based Test of Chinese Speaking Proficiency" (John L. D. Clark); "Using Technology to Assess Second Language Proficiency Through Cloze-Elide Tests" (Winton H. Manning); and "Using the Writer's Workbench in Composition Teaching and Testing" (Joy Reid). (MSE)

ED 365 143 FL 021 738

Peyton, Joy Kreeft, Ed.
Students and Teachers Writing Together: Perspectives on Journal Writing.
PUB DATE- 90
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Coherence; Cooperation; Curriculum Design; *Deafness; Dialog Journals; Elementary Secondary Education; *English (Second Language); English for Academic Purposes; Grammar; *Journal Writing; *Learning Processes; Morphology (Languages); Reading Instruction; Second Language Learning; Self Expression; Teacher Student Relationship; *Writing Instruction

This selection of essays on journal writing in education looks at the relationship between journal writing and the curriculum, classroom approaches, and implications for students' learning. The focus is on journal writing for deaf students and students of English as a Second Language. Essays include the following: "The Dialogue Journal: Reconceiving Curriculum and Teaching" (Bonnie Meath-Lang); "The Missing Link: Connecting Journal Writing to Academic Writing" (Lauren Vanett, Donna Jurich); "Interactive Teaching of Reading: A Model" (Margaret Walworth); "A Context for Collaboration: Teachers and Students Writing Together" (Lauren Vanett, Donna Jurich); "Dialogue Journal Writing and the Acquisition of English Grammatical Morphology" (Joy Kreeft Peyton); "Personal Journal Writing as a Classroom Genre" (Tamara Lucas); and "Coherence in Deaf Students' Writing" (John Albertini). (MSE)

ED 365 144 FL 021 757

Anivan, Sarinee, Ed.
Current Developments in Language Testing. Anthology Series 25.
PUB DATE- 91
NOTE- 271p.; Selected papers presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990). For selected individual papers,

equivalents (Spanish-English lexical pairs like casa-house) at about age 1;3, she is able to use contextual clues to choose the appropriate equivalent as determined by the language spoken by her adult interlocutors. Equivalents are analyzed according to their distribution in the speech of the child when interacting with different adult interlocutors. Results indicate that communicative competence is acquired even earlier than previously suggested. The study's bilingual subject used her developing languages in contextually sensitive ways before age 1;10. This study has provided a means of investigating communicative competence from the first words and shows that communicative competence is acquired very early as a consequence of language socialization. (Contains 6 references.) (Author/AA)

ED 365 163 FL 021 793

Aleman, Steven R.
Bilingual Education Act: Background and Reauthorization Issues. CRS Report for Congress.
PUB DATE- 25 Jan 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education Programs; Educational Policy; Elementary Secondary Education; English (Second Language); Family Programs; *Federal Aid; *Federal Legislation; Fellowships; Financial Support; Gifted; *Limited English Speaking; Preschool Education; Second Language Instruction; *Second Language Learning; Staff Development; Transitional Programs
IDENTIFIERS- *Bilingual Education Act 1968; Family Literacy; *Reauthorization Legislation

The Bilingual Education Act (BEA) title VII of the Elementary and Secondary Education Act (ESEA), is the federal program intended to help children who are limited English proficient (LEP) learn English. BEA activities focus on transitional bilingual education; developmental bilingual education; special alternative instruction (such as English as Second Language and immersion); academic excellence projects; family English literacy projects; and bilingual preschool, special education, and gifted and talented projects. The BEA supports grants to states for data collection, evaluation assistance centers, studies, and a national clearinghouse. The BEA also funds personnel training in the area of bilingual education, the operation of resource centers, and finances a bilingual education fellowship program. Six potential issues that Congress may consider in the reauthorization of the BEA are discussed in this report and include limitations on funding for special alternative instruction projects, federal guidance to states on a standard definition of LEP, a research agenda for the 1990s, and the low completion rate of BEA fellowship recipients. (JP)

ED 365 164 FL 021 798

Japanese as a Second Language. A Preliminary Bibliography of Learning Resources.
PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

*Females; Graduate Students; Graduate Study; Higher Education; Literature Reviews; *Married Students; Masters Degrees; Nontraditional Students; Peer Relationship; Student Financial Aid; Teacher Student Relationship; Womens Education
IDENTIFIERS- *ASHE Annual Meeting

While admissions at the undergraduate level are experiencing a surge of students over 30 years of age, the pool of traditionally aged students is declining. These phenomena indicate that older (over age 30) students will also be enrolling in graduate programs in increasing numbers. This paper addresses the issue of retention as it pertains to older female graduate students. Data are examined from a fall 1991 survey and its 1992 followup at a large Midwestern research university. The study evaluated such potential obstacles to female graduation as concern family issues, relationships with faculty and fellow students, difficulty of the coursework, and financial problems and financial aid. Results of a logistic regression on a sample of 81 respondents found that the factor most predictive of persistence was not being married. Other important variables supporting persistence including maintaining a positive relationship with fellow students, maintaining a positive interaction with faculty, and achieving a high grade point average. An appendix contains the measurement scales used in the analysis. (Contains 50 references.) (GLR)

ED 365 182 HE 026 862

Sax, Linda J.
The Development of Mathematical Self-Concept during College: Unique Benefits for Women in Math-Intensive Majors? ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; Comparative Analysis; Educational Environment; *Females; Followup Studies; Grades (Scholastic); Higher Education; Majors (Students); Males; *Mathematics Achievement; Mathematics Skills; *Self Concept; Self Evaluation (Individuals); *Sex Differences; Teacher Student Relationship; *Tutoring
IDENTIFIERS- *ASHE Annual Meeting

While previous research has outlined factors that can be used to predict academic self-concept among college students, much of this research pays little attention to how self-concept develops differently for unique subgroups of students. This paper examines the development of mathematical self-concept during college for four groups of students who entered college with significantly different levels of math confidence: (1) men in math-intensive majors; (2) women in math-intensive majors; (3) men in non-math-intensive majors; and (4) women in non-math-intensive majors. Data are examined from surveys of over 14,000 college freshmen at 191 institutions who were followed up 4 years after college entry. Regression analyses describe how the factors contributing to the development of math self-concept differentiate among the four groups and suggest how women who persist in math-intensive majors comprise a unique group of students. While the gender gap in math self-concept persists annotated bibliography of significant resources. The history of school-college partnerships began in the 19th century and has continued throughout the 20th century with the current movement set in motion by reports in the 1960s on teacher preparation and access and opportunity for diverse populations. Types of partnerships include programs and services for students, programs and services for educators, research and resources, and programs aimed at restructuring the education system. Research lessons from program experience touch on sustaining commitment, moving beyond adopt-a-model, broadening definitions, evaluating partnership outcomes, and the role of policy and policy makers. To serve the expanding partnership movement research is needed in building on what is learned, viewing partnership in the context of broader system change, using existing models for developing local partnerships, promoting supportive environments and committed leadership, and emphasizing results. An annotated bibliography contains 24 sources that offer "lessons learned" or overarching principles based on examination of many initiatives. (JB)

ED 365 200 HE 026 991

Gomez, Manuel N.; de los Santos, Alfredo G., Jr.
Building Bridges: Using State Policy To Foster and Sustain Collaboration.
PUB DATE- Jun 93
NOTE- 23p.; For a related document, see HE 026 990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *College School Cooperation; *Educational Change; Educational History; Educational Trends; Elementary Secondary Education; Government Role; Higher Education; Partnerships in Education; Policy Formation; Program Design; *Program Development; Program Effectiveness; Public Policy; School Role; State Government; Statewide Planning; Trend Analysis

In the school-college partnership movement state policy can play an important role in sustaining partnerships as part of an active general strategy for educational change. Individual institutions and communities cannot solve the social problems facing the nation without working in cooperation with a broad network of other agencies and communities. Policymakers and educators have begun to re-examine the priorities and strategies that underlie domestic initiatives in the states and the nation. Collaboration has resulted in successful programs that make an impact on youth, families, education, and social systems. Recent collaborations have involved agencies and institutions planning together and setting mutual goals, engaging in collaborative action, trying to evaluate the impacts of collaborative strategies, and choosing joint budgeting. Successful collaboration involving higher education has three attributes: (1) mutual objectives driving joint planning, (2) new infrastructures that support collaborative goals, and (3) objective, long-term evaluation. State policy can support this movement by reviewing teacher education, interagency collaboration, and funding formulas and by considering policy levers such as incentives to foster multi-agency cooperation, coordination with federal programs, and expansion of existing partnerships. Eight key questions for state policy makers are suggested. (JB)

ED 365 201 HE 026 992

within the state and that the state's population is also increasing, resulting in increased demand for most services in the presence of severely limited resources. Because demand for higher education is also increasing, the Higher Education Coordinating Board has identified increased enrollments throughout postsecondary education as the top priority for 1992. Long-range educational planning, therefore, will focus on expanding access to education while simultaneously delivering a quality product within tighter budgetary constraints. Recommendations for accomplishing this are discussed in detail and involve three strategies: (1) strategic planning that focuses on efficient resource allocation; (2) improved partnerships with public schools, businesses, and the community; and (3) a new alignment of responsibilities, based on trust, between the state and its postsecondary education institutions. The final section also contains the 1992 implementation schedule of the Master Plan for each strategy. (GLR)

ED 365 220 HE 027 012

Policy on Minority Participation and Diversity.
PUB DATE- 29 Jan 91
NOTE- 10p.; For related document, see HE 027 013.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; *Access to Education; Affirmative Action; Curriculum Development; *Educational Environment; Educational Objectives; Educational Opportunities; *Educational Planning; *Enrollment; Ethnic Groups; Higher Education; *Minority Groups; Organizational Objectives; Position Papers; State Colleges; State Universities; Statewide Planning
IDENTIFIERS- *Diversity (Student); *Washington

This policy statement is established to achieve equitable levels of participation for people of color and to create higher education environments in which diversity is valued and promoted within the state of Washington. It presents recommended activities directed at four-year institutions to increase their minority participation, as well as providing measurable and accountable statewide goals for minority participation and achievement and diversity in the public higher education system. These goals are outlined in five areas: enrollment, retention, academic completion, employment, and institutional climate. Recommended action activities include providing core programs, establishing special admissions programs, establishing programs to improve access, requiring and supporting culturally diverse courses, working with local school districts to develop early outreach programs, and promoting affirmative action programs. Attached is a copy of Resolution No. 91-5 of the Higher Education Coordinating Board for the state of Washington. (GLR)

ED 365 221 HE 027 013

Operational Definitions and Baseline Data for the Higher Education Coordinating Board Policy on Minority Participation and Diversity.
PUB DATE- Dec 92
NOTE- 17p.; For related document, see HE 027 012.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

academic year tuition and/or required fee rates for full-time resident and nonresident undergraduate and graduate students at public four-year colleges and universities, and two tables present state averages for community colleges in each state. Appendices, comprising over half the report, discuss the national peer groups used as bench marks in the development of higher education funding policies and provides tables comparing tuition and fee rates at the University of Washington and Washington State University to the average of those at peer institutions. The appendices also include data on full-time tuition and fee charges for the first professional degree programs of medicine, dentistry, and veterinary medicine; national peer group comparison data for Evergreen State College; and an overview of Washington tuition and fee policies and legislation since 1977. (GLR)

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ED 365 241 HE 027 033

Tuition in Washington: A Comprehensive Review.
PUB DATE- Dec 93
NOTE- 42p.; For related documents, see HE 027 027-032.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computation; *Costs; Criteria; *Economic Factors; *Educational Finance; *Fees; Graduate Study; Higher Education; Operating Expenses; *Policy Formation; Public Colleges; State Universities; Trend Analysis; *Tuition; Undergraduate Study
IDENTIFIERS- *Washington

This report examines the development of tuition rates and tuition policy in Washington State's public higher education system and provides comparisons to rates and policies in other states. It also explores philosophies regarding the determination of tuition rates, along with the range of potential policy options. The draft report is divided into six major sections. Part 1 looks at tuition rates for the past decade for undergraduates and graduates and compares Washington's current tuition rates with those in other states. Part 2 first examines three types of charges (operating, building, and services and activities fees) which comprise tuition and fees in Washington; discusses policy developments which resulted in the current tuition structure; reviews criteria used to determine actual tuition rates; and looks at tuition revenue control, including recent changes which allow Washington institutions to deposit tuition revenue in their own local accounts. Part 3 reviews economic influences which have contributed to increases in tuition. Part 4 compares tuition with other costs of attendance encountered by students and reviews programs which can provide student financial assistance. Part 5 examines various philosophies that have guided tuition development in Washington and elsewhere. Part 6 explores a range of policy options and highlights specific policies which may be of interest to the 1994 Washington Legislature. An appendix includes data on nonresident undergraduate and graduate tuition per academic year. (GLR)

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ED 365 242 HE 027 034

Walkup, Hugh
Assessment of Public Higher Education. Preliminary Baseline Report.
PUB DATE- Mar 91

loan programs since the inception of the Guaranteed Student Loan Program under Title IV, Part B of the Higher Education Act of 1965. Part I examines the program during its first 15 years when the program was experiencing its most turbulent times. State and federal roles were fluid and very often in conflict. Part II looks at the program's growth from 1980 to the present by the use of tables and graphs to display the changes over time in key guarantee agency measurements. Liberal student eligibility requirements and a predictable interest rate structure were primary factors in an explosion of program growth. Graphs illustrate such factors as loan volume, administrative costs, default claims, and other measurements using data reported annually by the guarantee agencies. In Part III, the authors reflect on their experiences with student loan programs over the last 27 years and discuss critical issues in considering policy changes in student loan programs or other higher education finance policies. Policy makers are urged to consider the following aspects of a new program: (1) impact on average indebtedness; (2) unanticipated program demand; and (3) vulnerability to subsequent, unwanted change. An appendix provides additional tables displaying data for the fiscal years 1981 through 1992. (DB)

ED 365 261 HE 027 054

Broyles, Susan G.; Morgan, Frank B.
Basic Student Charges at Postsecondary Institutions: Academic Year 1992-93. Tuition and Required Fees and Room and Board Charges at 4-year, 2-year, and Public Less-than-2-year Institutions. Statistical Analysis Report.
PUB DATE- Dec 93
NOTE- 161p.; For the 1991-92 report, see ED 351 983.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Fees; Graduate Study; Higher Education; In State Students; Out of State Students; *Private Colleges; *Public Colleges; Tables (Data); *Technical Institutes; *Tuition; *Two Year Colleges; Undergraduate Study
IDENTIFIERS- Integrated Postsecondary Education Data System

This report lists the typical tuition and required fees and room and board charges for academic year 1992-93 at nearly 5,000 4-year, 2-year, and public less-than-2-year postsecondary institutions in the United States and its outlying areas. Included are tuition and fee charges to in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board, and the number of meals per week covered by the board charge. Data were collected through the 1992-93 "Institutional Characteristics Survey of the Integrated Postsecondary Education Data System (IPEDS)." The report includes tables with national statistics on tuition and require fees at postsecondary institutions. These are followed by tuition and required fees and room and board charges at individual institutions. Four tables provide the following data: costs at public and private 4-year institutions; costs at public and private 2-year institutions; costs at less-than-2-year institutions; and tuition and required fees for first-professional programs by institutions. Schools are listed alphabetically by state. Cost data for schools in the outlying areas (American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Island, Palau, Puerto Rico, and the Virgin Islands) follow state listings. (Author/JB)

ED 365 262 HE 027 055

Equipment Corp.; Robert M. Rast, HDTV Business Development, General Instrument Corp.; James Carnes, David Sarnoff Research Center; Robert K. Graves, Video Technology/Infrastructure, American Telephone and Telegraph; Howard Miller, Broadcast Operations, Engineering, and Computer Services, Public Broadcasting Service; Robert C. Hummel, Animation Technology for Walt Disney Television Animation; and W. Russell Neuman, Murrow Center, Tufts University. Additional material submitted for the record is appended. (KRN)

ED 365 282 IR 016 383

H.R. 1757--High Performance Computing and High Speed Networking Applications Act of 1993. Hearings before the Subcommittee on Science of the Committee on Science, Space, and Technology. House of Representatives, One Hundred Third Congress, First Session (April 27, May 6, May 11, 1993).
PUB DATE- May 93
NOTE- 582p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Networks; Distance Education; *Federal Legislation; Federal Programs; Health Services; Hearings; Information Retrieval; Information Storage; Research; Research Libraries; *Technological Advancement; Telecommunications
IDENTIFIERS- Computer Industry; Congress 103rd; Electronic Libraries; *High Performance Computing; Internet; Proposed Legislation

This document contains the transcript of three hearings on the High Speed Performance Computing and High Speed Networking Applications Act of 1993 (H.R. 1757). The hearings were designed to obtain specific suggestions for improvements to the legislation and alternative or additional application areas that should be pursued. Testimony and prepared statements were received from: (1) John H. Gibbons, Office of Science and Technology Policy; (2) Thomas J. Tauke, NYNEX; (3) Robert H. Ewald, Cray Research; (4) W. B. Barker, BBN Communications; (5) Richard F. Rashid, Microsoft; (6) Major R. Owens, House Subcommittee on Select Education and Civil Rights; (7) Don E. Detmer, University of Virginia; (8) Connie Stout, Texas Educational Network; (9) John Masten, New York Public Library; (10) Martin A. Massengale, University of Nebraska; (11) Cynthia H. Braddon, Information Industry Association; (12) Donald A. B. Lindberg, National Coordination Office for HPCC Program; (13) Malvin H. Kalos, Cornell Theory Center; (14) Jeffrey C. Kalb, Maspar Computer Corp.; (15) Edward Masi, Intel; (16) Fred Weingarten, Computing Research Association; (17) David K. Herron, Lilly Research Laboratories; and (18) John B. Gage, Sun Microsystems Laboratories. Subcommittee and committee markups of H.R. 1757, as well as prepared statements from the Consortium for International Earth Science Information Network, International Society for Technology in Education, Coalition for Patent Information Dissemination, and Microcomputer Industry Association, are appended. (KRN)

ED 365 283 IR 016 384

High Performance Computing and Network Program. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 2 Feb 93
NOTE- 219p.

*Mathematics Instruction; *Problem Solving; Programming Languages; Secondary School Mathematics; Spreadsheets; Teacher Education; Word Processing
IDENTIFIERS- BASIC Programing Language; LOGO Programing Language

This book demonstrates, for teachers at all levels, applications of technology tools for the effective learning and teaching of mathematical skills and concepts as suggested by the National Council of Teachers of Mathematics (NCTM). It focuses on the use of general-purpose computer tools in the mathematics classroom, with an emphasis on problem solving. The first chapter introduces general-purpose computer software tools, mathematical problem-solving, and strategies for using computer tools to enhance the problem-solving process. The next five chapters discuss in detail the use of each of the following types of tools in the mathematics classroom: (1) spreadsheets; (2) data base programs; (3) word processors, desktop publishing programs, and graphics packages; (4) the Logo programming language; and (5) the BASIC programing language. The final chapter is an overview of the use of other technology, such as calculators and video. Each chapter contains activities, a bibliography, discussion questions, and two or more supplementary articles written by other authors that relate to the topics discussed in the chapter. (KRN)

ED 365 302 IR 016 475

Culp, George H.; Watkins, G. Morgan
The Educator's Guide to HyperCard and HyperTalk. A Longwood Professional Book.
PUB DATE- 93
NOTE- 318p.; For related volumes, see IR 016 474-478.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authoring Aids (Programming); *Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Hypermedia; Microcomputers; Programming Languages
IDENTIFIERS- Apple Macintosh; Examples; *HyperCard; HyperTalk; Screen Format

This book and three accompanying floppy disks introduce HyperCard 2.1 for the Macintosh microcomputer and its programming component, HyperTalk, to educators. The first four chapters introduce the basics of HyperCard, including its structure, which is based on a hierarchy of units; the use of tools and graphics; and ways of linking information using HyperCard's built-in authoring capabilities. The remaining chapters concentrate on introducing HyperTalk commands and scripts (programs) to illustrate what is possible with a knowledge of the language of HyperCard. Stack security, scanning, animation, multimedia techniques, file access, hot text, and presentation methods are introduced in these chapters. Stacks are developed as working examples for the various HyperCard concepts or HyperTalk commands being discussed. Many of these stacks are related to education and include accessing information about students or teacher, the curriculum, and classes; presenting and reviewing instructional concepts; testing and record keeping; and other applications suitable for delivery by the Macintosh microcomputer. The stacks in the books are presented

Materials; *Public Libraries; Reference Materials
IDENTIFIERS- *Alaska; Alaska Division of State Libraries

This annotated bibliography lists over 400 books on Alaska recommended for consideration for Alaskana collections in public libraries. The core list is arranged in the following broad subject categories: (1) reference; (2) biography, memoirs, travel; (3) fiction; (4) history; (5) native culture/history; (6) native language dictionaries; and (7) nature, science, technology. With the exception of the native language dictionaries, each category is arranged in three levels: Basic - Level 1 for libraries with a small developing collection and limited services; Intermediate - Level 2 for libraries with a more mature collection and services; and Advanced - Level 3 for libraries serving a collection and services for a stable, larger population. Libraries at Basic - Level 1 should find titles listed under this level most relevant; libraries at Intermediate-Level 2 should evaluate all titles listed in both Levels 1 and 2; and those libraries at Advanced - Level 3 should consider all titles on the list. Contact information for the members of the Alaskana Working Group, which compiled the bibliography, and author and title indexes are included. (KRN)

ED 365 323 IR 054 769

Classroom/Media Connection: Accessing Skills with CD-ROM Encyclopedias.
PUB DATE- Jul 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Integrated Library Instruction; Elementary Education; *Encyclopedias; Full Text Databases; Information Retrieval; Language Arts; *Learning Activities; Learning Resources Centers; *Optical Data Disks; School Libraries; Science Education; Social Studies; Units of Study; Worksheets; Writing Exercises
IDENTIFIERS- Electronic Text; *Information Skills; Librarian Teacher Cooperation

This booklet contains model lessons developed to familiarize students with the features of CD-ROM encyclopedias and to serve as a springboard for collaboration between media coordinators and classroom teachers. The lessons focus on integrating the skills needed to access information from electronic encyclopedias into social studies, language arts, and science using CD-ROM resources such as Comptons's Multimedia Encyclopedia, Grolier MultiMedia Encyclopedia, and Information Finder. The lessons include worksheets that provide a structure for observing, collecting, and reporting information. The first section of the publication contains Picture Search and Picture Explorer activities for grade 1-3 built around themes of animals and travel. The second section contains seven sets of activities for grades 4-8, with each set developed around a single theme, including whales, animals, explorers, discoveries, North Carolina, the world, and the United States. Each set in this section includes: (1) a topic page providing a lesson overview, a list of competency objectives, and suggestions for enriching the activities; (2) a teacher's page describing search path options and follow-up activities; and (3) student worksheets. (KRN) study addressed were what measures have been used to define effectiveness; what are the indicators and dimensions of public library effectiveness; whether constituent groups differ in their preferences among indicators and dimensions and in their definitions of public library effectiveness; and whether differences in the individual libraries' domains affect their constituents' preferences concerning effectiveness or organizational performance on the indicators. The study focused on public libraries and is intended to serve as a prototype for a methodology for identifying effectiveness indicators and dimensions for other types of libraries. The five chapters are: (1) "The Enigma of Effectiveness"; (2) "Methodology"; (3) "Findings Regarding Indicators and Dimensions of Effectiveness"; (4) "Findings Regarding Roles"; and (5) "Conclusions." The questionnaires used in the study, as well as the statistical findings, are found in the appendices. Also included is a 38-item bibliography. (JLB)

ED 365 343 IR 054 797

Childers, Thomas A.; Van House, Nancy A.
What's Good? Describing Your Public Library's Effectiveness.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 98p.; For a related report, see IR 054 796.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; Efficiency; Evaluation Methods; Evaluation Research; *Institutional Evaluation; *Library Administration; Library Services; Library Surveys; Long Range Planning; Models; *Organizational Effectiveness; Personnel Evaluation; *Public Libraries
IDENTIFIERS- American Library Association

This workbook explains how to define what various constituents connected with a public library want it to do and what doing these things well means in qualitative terms. The book aims to define effectiveness for the public library and to provide guidelines for assessing the library's effectiveness and communicating this to stakeholders. The eight chapters address the following topics: (1) organizational effectiveness; (2) how to gauge effectiveness; (3) the steps that the public library field has taken to improve the ways of assessing and communicating effectiveness, including strategic planning, measurement, personnel appraisal, and budgeting; (4) key characteristics of the public library and how these characteristics might affect the way library managers depict its effectiveness; (5) the major results of "The Public Library Effectiveness Study"; (6) the AMPLE (A Model of Public Library Effectiveness) framework by which a manager may plan a program of assessing public library effectiveness; (7) using AMPLE to communicate with a library's constituent groups; and (8) summary or the major arguments of the book. The AMPLE worksheet is found in the appendices, and a bibliography is included. (JLB)

ED 365 344 IR 054 798

Reed-Scott, Jutta, Comp.; And Others

Standardized Tests; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; Two Year College Students

A study was conducted to determine the perspectives of two-year college faculty and students regarding the teaching and learning of literacy. Specifically, the study examined participants' definitions, personal values, and experiences related to literacy instruction/acquisition. Data were gathered from interviews with 12 faculty members and 12 students in the English and college-prep reading and writing departments at a large, urban community college in Florida. Interview transcriptions were edited, coded, and summarized, and then thematic categorical analysis were conducted. Findings from the study included the following: (1) both students and faculty valued the practical and personal aspects of literacy, and used metaphors that suggested a view of literacy as a hierarchy of increasing complexity; (2) while students tended to emphasize matters of correctness and organizational clarity, faculty tended to emphasize the critical, social, and cultural aspects of literacy; and (3) for both students and faculty, the overriding influence of the mandatory College-Level Academic Skills Test (CLAST) were the specific requirements imposed on all those involved in the teaching and learning of reading and composition. Among suggestions that emerged from the study were that state legislators end the CLAST requirement and that college administrators allow the English Department to determine its own assessment process. A literature review, detailed profiles of study participants, and a 275-item bibliography are included. (PAA)

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ED 365 363 JC 930 448

General Education Task Force Interim Report to the Academic Plan Steering Committee.

PUB DATE- Apr 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Committees; Community Colleges; *Curriculum Development; Educational Change; Educational Policy; Educational Research; Foreign Countries; *General Education; Participative Decision Making; *Policy Formation; Program Descriptions; *Program Development; Program Evaluation; Role of Education; Two Year Colleges
IDENTIFIERS- George Brown College ON

In June 1992, a General Education Task Force was established at George Brown College (GBC) in Ontario, Canada, to develop a philosophy statement on general education (GE), curriculum guidelines, a GE course approval and review process, and an implementation plan regarding GE at the college. This interim report describes the context of and actions taken by the task force in its first year of operation. First, the task force's approach to their mission is described, highlighting the following actions: (1) research was conducted in areas related to province-wide policies, the history of GE, curriculum development, and the work of other task forces in Ontario colleges; (2) four subcommittees were established to work on educational philosophy, curriculum, implementation, and generic skills; (3) guest speakers were invited to address related topics; (4) presentations were made to college committees and departments; (5) a consultant was hired to develop an inventory of vocational, GE, and generic skills courses for all post-secondary programs at the college. Next, the historical context of instructional programs and student and academic support services on a 5-year cycle. This report describes the 1993 program review process and its results, and provides examples of how specific colleges use the review process to strengthen programs and services. An introduction indicates that Illinois community colleges reviewed a total of 613 occupational, 168 academic, 10 adult education, 81 student and academic support, and 44 other programs in the 1993 review process. The next section of the report examines program review efforts and outcomes for occupational programs, with separate sections examining programs in business, consumer services, engineering-related programs, health (dental and diagnostic), home and institutional services, technical writing, protective services, and construction trades. This section indicates that the review of occupational programs resulted in improvements to 550 programs, while 36 were identified for withdrawal. Next, the report examines program review outcomes for academic disciplines, including communications, humanities and fine arts, foreign languages, social and behavioral science, math, and physical and life sciences. The following two sections describe review activities and outcomes for adult education and academic and student support services. Finally, tables are provided of programs reviewed in each area for each college and programs discontinued by college. (PAA)

ED 365 380          JC 940 055

Calculating Transfer Rates: Examining Two National Models in Illinois.
PUB DATE- Jan 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cohort Analysis; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Research; Institutional Evaluation; *Models; *Research Methodology; State Surveys; Student Behavior; Two Year Colleges
IDENTIFIERS- *Illinois; *Transfer Rates (College); Transfer Studies

Two predominant methodologies for calculating community college student transfer rates have emerged nationally. The Center for the Study of Community Colleges (CSCC) has developed a methodology for tracking an entering student cohort, while the National Effectiveness Transfer Consortium (NETC) tracks an exiting student cohort. A study was conducted by the Illinois Community College System (ICCS) to calculate and compare transfer rates for ICCS students using adaptations of both models. The entering cohort for the CSCC model was based on fall 1987 enrollees, while the exiting cohort for the NETC model was based on spring 1988 enrollees. To keep data sources comparable, transfer information for both entering and exiting transfer rates were limited exclusively to transfers to Illinois' 12 public four-year universities. Study findings included the following: (1) the overall transfer rate for the entering student cohort was 20.1%, while the overall rate for the fall exiting student cohort was 14.9%; (2) rates for the majority of individual colleges were also found to be higher with the CSCC model, while rates by program exhibited substantial variation regardless of the model used; (3) students who indicated an intent to transfer accounted for 52.8% of the entering cohort transfers and 55.4% of the exiting cohort transfers; and (4) students in the exiting cohort were group insurance premium for employees at Texas junior and community colleges, includes an article on writing across the disciplines, and presents the TJCTA's code of professional ethics and its position statements on academic integrity, student recruitment and institutional integrity, student retention, academic marketing, faculty development, discretionary compensation, academic freedom and responsibility, faculty evaluation, student conduct, and financial exigency. The Winter 1988 issue highlights small faculty salary increases, including salary data by college; presents an interview with the Texas Lieutenant Governor Bill Hobby; includes an article by William C. Davis on the Texas Academic Skills Test, and information on TJCTA's legal assistance philosophy and procedures. The January 1988 issue provides the program for TJCTA's annual convention, the theme of which was "We Care...We Teach." The Spring 1988 issues includes the text of Carol A. Tavris's convention presentation on the theme of the convention and the role of community college faculty, and an article by Scott Nelson, "Liberal Arts, Cultural Literacy, and All That," describing the need for improved liberal arts education leading to a well-informed populace. (MAB)

ED 365 398 JC 940 159

Hackett, Michael S., Ed.; Levine, Judith R., Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993).
PUB DATE- Mar 93
NOTE- 170p.; For selected individual papers, see JC 940 160-168.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Instruction; Community Colleges; Course Descriptions; Higher Education; *Program Evaluation; *Psychology; *Student Evaluation; *Teaching Methods; Two Year Colleges; Undergraduate Study

This proceedings contains the text or abstracts of presentations made at a conference on undergraduate psychology instruction. The following presentations are included: (1) "Good Testing: An Analysis of Classroom Context," by Rhonda Hustedt Jacobsen; (2) "The Portfolio as a Teaching and Evaluation Tool," by Mary Kay Reed; (3) "Improving Student Learning by Using a Symposium as an Authentic Assessment Technique," by Donald D. Craft; (4) "Teaching Introductory Industrial/Organizational Psychology as a Liberal Arts Subject," by Richard Ruth; (5) "What a Psychologist Learned by Teaching Writing: Improving Technique and Assessment," by Dana S. Dunn; (6) "An Analysis of Traditional Classroom Assessment Techniques and a Discussion of Alternative Methods of Assessment," by Stacey Beth Zaremba and Matthew T. Schultz; (7) "Attitudes and Achievement in Introductory Psychological Statistics Classes: Traditional versus Computer Supported Instruction," by Zandra S. Gratz, Gloria D. Volpe, and Bonnie M. Kind; (8) "Cooperative Testing in Introductory Level Psychology Courses," by Martha O. Meinster and Karen C. Rose; and (9) "The Senior Coordinating Seminar as a Vehicle for Assessment of the Major," by Paul F. Cunningham. In addition, abstracts and references are provided for papers on value-oriented instruction, collaborative case-study learning, extra credit, and critical thinking. (AC)

ED 365 399 JC 940 160

policies to make the United States health care system more responsive to the needs of children and pregnant women. The second article offers an analysis of the health care system that focuses on the relationship between health care and children's health, and examines the issues of efficiency, access, and affordability. The succeeding articles are: (1) "Child and Adolescent Health Status Measures" (Barbara Starfield); (2) "Effectiveness of Health Care Services for Pregnant Women and Infants" (Andrew D. Racine, Theodore J. Joyce, Michael Grossman); (3) "Health Care Services for Children and Adolescents" (James Perrin, Bernard Guyer, Jean M. Lawrence); (4) "Health Care Resources for Children and Pregnant Women" (Janet D. Perloff); (5) "Expenditures on Health Care for Children and Pregnant Women" (Eugene M. Lewit, Alan C. Monheit); (6) "The Role of Private Health Insurance in Children's Health Care" (John F. Sheils, Patrice R. Wolfe); (7) "The Role of Medicaid and Other Government Programs in Providing Medical Care for Children and Pregnant Women" (Ian T. Hill); (8) "Children without Health Insurance" (Alan C. Monheit, Peter J. Cunningham); (9) "Nonfinancial Barriers to the Receipt of Medical Care" (Lorraine V. Klerman); and (10) "Child Indicators: Teenage Childbearing" (Eugene M. Lewit). References are included at the end of each article, and a selected bibliography concluded the collection. (TJQ)

ED 365 416 PS 021 724

Copple, Carol E.
Starting RIGHT: Reforming Education in the Early Grades (Prekindergarten through Grade 3). Carnegie Meeting Papers.
PUB DATE- 93
NOTE- 166p.; Report is based on a meeting held at the Carnegie Corporation (New York, NY, June 1-2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Classroom Environment; Early Childhood Education; *Educational Change; Educational Policy; *High Risk Students; *Instructional Improvement; Primary Education; Professional Development; Student Evaluation; Teacher Education; Teacher Improvement
IDENTIFIERS- Learning Environment

Noting that students' failure to master the basic skills by third grade places them at high academic and social risk, this report provides a synthesis of the findings from a meeting that drew 30 of the nation's leading experts on early childhood education and school reform to discuss the plight of primary education. The meeting was designed to examine the necessary program and policy strategies most likely to bring about broad-scale improvement in the results of instruction in prekindergarten through third grade, particularly for children at risk. Participants included national leaders in educational research, policy, and practice relevant to the early grades; outstanding district and state superintendents; representatives of key education organizations and task forces; and representatives of several foundations. The report is divided into four areas around which the meeting's discussion centered: (1) instruction, learning, and the school context; (2) standards and assessment; (3) teacher preparation and professional development; and (4) the current context of education. Appended are two additional papers, "Conclusion: A New Pedagogy for Policy?" by David K. Cohen and Carol A. Barnes, which describes the challenges of preparing educators to teach students more considerable potential for affecting children's well-being, intimately linked as it is to the relationship each child has with the shared parents. The first part of the book, which consists of the first five chapters, focuses on developmental issues, while the second part, which consists of the last five chapters, deals with clinical concerns considered in the context of their research findings and their practical implications for those in a clinical role. The chapters of the book are as follows: (1) "Sisters and Brothers: Current Issues in Developmental Research" (Judy Dunn); (2) "The Developmental Courses of Sibling and Peer Relationships" (Duane Buhrmester); (3) "Siblings and Their Parents" (Frits Boer and others); (4) "Sibling Caretaking: Providing Emotional Support during Middle Childhood" (Brenda K. Bryant); (5) "Social Norms and the One-Child Family: Clinical and Policy Implications" (Toni Falbo); (6) "Children's Experiences with Disabled and Nondisabled Siblings: Links with Personal Adjustment and Relationship Evaluations" (Susan M. McHale and Vicki S. Harris); (7) "The Brothers and Sisters of Mentally Retarded Children" (Ann Gath); (8) "Siblings as Co-Patients and Co-Therapists in Eating Disorders" (Walter Vandereycken and Ellie Van Vreckem); (9) "Sibling Relationships in Disharmonious Homes: Potential Difficulties and Protective Effects" (Jennifer Jenkins); and (10) "Remembering and Reinterpreting Sibling Bonds" (Stephen Bank). Each chapter includes references. (TJQ)

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ED 365 436 PS 021 916

Weininger, Otto; Daniel, Susan
Playing To Learn: The Young Child, the Teacher and the Classroom.
PUB DATE- 92
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Childhood Attitudes; Class Size; Cognitive Mapping; Early Childhood Education; Early Experience; Educational Attitudes; Educational Change; *Language Acquisition; *Learning Processes; *Play; *Play Therapy; *Pretend Play; Reading Readiness; *Second Language Learning; Teacher Role
IDENTIFIERS- *Play Learning

Noting that, in terms of language acquisition, the "basics" at schools should parallel the "basics" of common sense family life, this book examines the connections between play, language development, and learning in young children. Chapter 1 deals with the role of the teacher in a changing society. Chapter 2 addresses some of the important issues regarding the education of young children. Chapter 3 discusses the problem of class size, and chapter 4 outlines ways in which the educational system must change in order to prepare children for the future. Some of the authors' developmental research on children's conceptions of play are reviewed in chapter 5. Chapter 6 examines how play serves to link children's imaginations and fantasies to the real world. Chapter 7 explores the differences between imagination and pretend play, both of which serve to foster cognitive development, while chapter 8 looks at developing a curriculum to promote optimal language development and examines how the social nature of play provides a natural environment for complex language use within the classroom setting. Different perspectives on the topic of second language learning are offered in chapter 9. Chapter 10 focuses on some of the problems associated with teaching children to read. The final three chapters of the book are concerned with the use of students before they start school; (5) the Summer Enrichment Program to help at-risk students improve their academic skills; and (6) several Teacher Training Workshops to help teachers work better with parents. Each of these programs is examined in detail, and specific procedures developed to evaluate each program component and the LIFE program as a whole are discussed. The report notes that, overall, the 1989-90 LIFE program was very successful in meeting broad goals of creating new parent-school partnerships. (MDM)

ED 365 457 PS 022 008

Thompson, Debra S.
Creating Developmentally Appropriate Curriculum for Young Children: An Integrated Thematic Unit Plan Format.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Early Childhood Education; *Instructional Materials; *Preservice Teacher Education; Teaching Guides; *Thematic Approach; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This paper provides a detailed unit plan format for use by teacher trainers in early childhood education classes to teach students how to write integrated thematic unit plans for developmentally appropriate curriculum for young children. The paper first provides the outline for the thematic unit plan, and then explains each of the plan's 16 elements: (1) theme; (2) grade and class size; (3) explanation of developmental appropriateness; (4) general goals; (5) skill and concept development; (6) brief summary of the unit; (7) integration with other curriculum areas; (8) introductory activity; (9) culminating activity; (10) methods of evaluation; (11) topic webs; (12) curriculum areas plan chart; (13) lesson plans; (14) bibliography of children's books; (15) bibliography of teacher resources; and (16) picture file. Four appendixes provide a list of possible learning centers in a classroom for 3- to 5-year-olds, a list of learning experiences that can be incorporated into thematic units, a curriculum areas plan chart, and an outline for a lesson plan. (MDM)

ED 365 458 PS 022 009

Zigler, Edward
Reshaping Early Childhood Intervention To Be a More Effective Weapon against Poverty.
PUB DATE- 20 Aug 93
NOTE- 21p.; Speech delivered at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; *Early Intervention; *Educational Change; *Educational Improvement; Elementary Secondary Education; Parent Participation; Poverty;

first 2 cohorts of Even Start projects, 76 that began in 1989 and 47 that began in 1990. The first six sections of the report describe the background, design, and characteristics of the Even Start program, its participants, and its core services. Section seven examines approaches to assessing the short-term effects of the Even Start program on the participants. Sections 8 through 11 discuss in detail the effects of the program on children, parent literacy, parenting skills, and families. Section 12 reviews the cost of the program, while section 13 summarizes the entire report. (Contains 69 references.) (MDM)

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ED 365 477 PS 022 105

Cesarone, Bernard
Video Games and Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *Aggression; *Antisocial Behavior; Children; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Sex Differences; Sex Stereotypes; Television Viewing; *Video Games; *Violence
IDENTIFIERS- ERIC Digests; National Coalition on Television Violence

This digest examines data on video game use by children, explains ratings of video game violence, and reviews research on the effects of video games on children and adolescents. A recent study of seventh and eighth graders found that 65% of males and 57% of females played 1 to 6 hours of video games at home per week, and 38% of males and 16% of females played 1 to 2 hours of games per week at arcades. This study also found that, among five categories of video games, games that involved fantasy violence and sports games (many with violent themes) were most preferred by the students surveyed. Systems for rating the violent content of video games have been developed by the Sega and Nintendo companies, and by the National Coalition on Television Violence (NCTV). A 1989 survey of video games conducted by NCTV found that 71% of the games received 1 of 3 violent ratings. Contrary to early research, recent studies on the effects of video games on children have found connections between children's playing violent games and later aggressive behavior. A research review done by NCTV in 1990 found that 9 of 12 studies on the impact of violent games on children reported harmful effects. Some professionals speculate that performing violent acts in video games may be more conducive to children's aggression than passively watching violent acts on television. Another problem cited by critics of video games is that these games stress autonomous rather than cooperative action. Furthermore, children's attitudes toward gender roles may be influenced by video games, in which women are usually cast as persons who are acted upon, rather than as initiators of, action. Given the inconclusive nature of research, recommendations concerning video games must be conservative. (BC)

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ED 365 478 PS 022 161

Schweinhart, Lawrence J.
Lasting Benefits of Preschool Programs. ERIC Digest.

district's fiscal capacity to maintain and construct school facilities. Responses were analyzed by five categories: class (size) of school district, quartile of valuation per pupil, population change category on the 1990 county census, time period of facility construction, and instructional type of building (grade range). Overall, 40 percent of administrators felt that their facilities impeded desired changes in instructional programming, and 55 percent of buildings were not completely handicapped accessible. However, there were significant differences among districts by size, fiscal capacity, and recent population change. Small school districts reported higher rates of inadequate buildings, low sinking fund rates, little bond debt, and little confidence that bond issues would be successful. K-12 school buildings were reported only in small districts, usually districts experiencing population decline; most buildings were 40-90 years old and contained uncomfortable and obsolete classrooms. All categories of districts had facility needs--some related to overcrowding, others to deterioration. However, the inequity resulting from dependence on property tax for funding of school facilities construction means that poorer districts do not have the potential to construct or upgrade facilities. Statewide recommendations are outlined. (SV)

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ED 365 496 RC 019 450

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report, 1992-93.
PUB DATE- Oct 92
NOTE- 58p.; For the 1991-92 report, see ED 352 434. Some tables in Appendix C contain small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Bilingual Education; Elementary Secondary Education; English (Second Language); Federal Programs; Hispanic Americans; Mathematics Achievement; *Migrant Education; *Program Evaluation; Reading Achievement
IDENTIFIERS- California Achievement Tests; *ECIA Chapter 1 Migrant Programs; *Saginaw City School System MI

In 1992-93, Saginaw (Michigan) School District bilingual and migrant programs operated as one program at 24 elementary schools, 4 junior high schools, and both high schools. Enrollments were 677 students, primarily Hispanics, in the bilingual program and 585 students in the migrant program, but there was considerable overlap between enrollments. Services consisted primarily of supplemental instruction for 30 minutes per week on a pullout basis. Kindergarten through sixth grade students received instruction in reading, while students in grades 7-12 received instruction in the basic skills as well as counseling and support services. The product evaluation of the program consisted of comparisons between reading and math pretest and posttest scores on the California Achievement Tests. The performance standard used to evaluate program success was mean posttest normal curve equivalent (NCE) scores improvement over pretest NCE scores. In the bilingual program, 75 percent (12 of 16 grades) attained the performance standard in basic and advanced mathematics and 50 percent attained the standard in basic and advanced reading. In the migrant program, 62.5 percent attained the performance standard in mathematics and 25 percent attained the standard in reading. Recommendations for program improvement include reducing manipulated the problem materials. These strategies ranged from inefficient trial-and-error methods to efficient "odometer" procedures. Changes in the children's strategies as they progressed on the problems suggested modifications to their knowledge of the combinatorial domain. Children's knowledge growth was analyzed in terms of their acquisition of a number of domain-specific principles. Such principled knowledge is, in itself, insufficient for problem solution. Children's ability to monitor their actions, detect and correct errors, and recognize problem completion played a crucial role in goal attainment. With experience in problem solution, the older children, in particular, became more aware of the problems' underlying structure and how they could modify their inefficient strategies to produce more effective solution methods. Contains 51 references. (Author/MDH)

ED 365 515 SE 053 824

Keeves, J. P.
Learning Science in a Changing World. Cross-National Studies of Science Achievement: 1970 to 1984.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Concept Formation; *Cross Cultural Studies; Elementary Secondary Education; Higher Education; *Science Curriculum; *Science Instruction; Science Teachers; Science Tests; Summative Evaluation; Teacher Characteristics; *Teacher Education
IDENTIFIERS- First Science Assessment (1970); International Assn Evaluation Educ Achievement; Science Achievement; Second International Science Study

The world of education can be considered a natural laboratory in which different countries are experimenting with different strategies. This report presents the findings of the First and Second International Association for the Evaluation of Educational Achievement (IEA) Science Studies. The book contains the following chapters: (1) Issues in Science Education; (2) Introducing Science in the Primary School; (3) Science for All in the Middle Secondary School; (4) Graduating from High School; (5) Learning Science; (6) The Science Curriculum; (7) Teachers of Science and Their Influence; and (8) Planning Science Education for the Future. (PR)

ED 365 516 SE 053 835

Masingila, Joanna O.
Comparing In-School and Out-of-School Mathematics Practice.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12, 1993). This paper is based on the author's dissertation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); Ethnography; *Floor Layers; Grade 9; Interviews; Junior High Schools; Junior High School Students; *Mathematical Applications; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; *Measurement; *Problem Solving; Skilled Occupations

Researchers have noticed a gap between mathematics practice in

This report presents the State of South Carolina's vision and plan for coordinating special programs in mathematics and science education. The report is divided into two sections. The first section identifies four critical needs and lists systemic responses to those needs. The second section presents the criteria recommended for the State Plan for Mathematics and Science Education Improvement and all major proposals and activities that fall under this plan. The critical needs of the state and proposed responses are to establish: (1) Statewide agreement on what every student should know in mathematics and science and an assessment system that supports those standards; (2) A continuous improvement approach regarding South Carolina's ability to meet the learning needs under #1; (3) An infrastructure for the equitable delivery of resources and services to meet the state's learning needs; and (4) A structure and responsibility for pressing the plan forward. Criteria for evaluating and redesigning mathematics and science education relate to: (1) Student preparation, development, and support; (2) Curriculum content, instruction, and assessment; (3) Teaching preparation, development, support, restructuring, and policy development; (4) Administrative preparation, development, coordination, restructuring, and policy development; (5) Resource equipment, facilities, materials, community, and people; and (6) Communication with the public, between agencies, and in progress reports. Appendices contain a listing and map of the proposed Resource and Professional Development Regions. (MAZ)

ED 365 536 SE 053 968

Nemirovsky, Ricardo; And Others
Children, Additive Change, and Calculus.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Feb 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; *Calculus; Cognitive Structures; Elementary Education; *Elementary School Students; High Schools; Interviews; *Intuition; Mathematical Concepts; Mathematics Instruction; *Schemata (Cognition)
IDENTIFIERS- Mathematics Education Research

Students can learn to solve problems of qualitative integration and differentiation independently of their study of formal calculus or algebra. This exploratory study investigated the basic intuitions that elementary school children construct in their daily experience with physical and symbolic change. Elementary school children (n=18) were interviewed individually and in small groups to study how children use their knowledge about addition and subtraction to describe, predict, and explore situations of change. The paper is divided into five sections. Section 1 describes the authors' view on additive change and its relation to calculus. Section 2 presents a review of work related to the research on additive change. Section 3 uses the review to describe the goals of the study and the methodology utilized in the interviews. Section 4, the main component of the report, analyzes selected episodes from the interviews. Section 5 discusses the three themes that emerged from the study: (1) additive change: a web of relationships; (2) the many graphs of additive change; and (3) qualitative relations. The authors conclude that the interview episodes indicate that qualitative reasoning is not pre-quantitative or less sophisticated than quantitative judgments.

indicated with males outscoring females on both pretest and posttest scores. (Author)

ED 365 558 SE 054 088

Mount, Ellis; List, Barbara A.
Milestones in Science and Technology. The Ready Reference Guide to Discoveries, Inventions, and Facts. Second Edition.
PUB DATE- 94
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; *Inventions; Science Education; *Science History; Science Materials; Science Teachers; Scientific Concepts

This book presents the facts, history, names, and dates behind 1,250 major accomplishments in science and technology. Each topic is covered in understandable paragraphs of 150 to 600 words and is intended for students, librarians, science instructors, and the general public. Four indexes provide access to the entries by year, name of discoverer or inventor, nationality of participant or country where the event took place, and broad subject category. (Author/PR)

ED 365 559 SE 054 130

Rowan, Thomas E., Ed.; Morrow, Lorna J., Ed.
Implementing the K-8 Curriculum and Evaluation Standards: Readings from the Arithmetic Teacher. Implementing the K-8 Curriculum and Evaluation Standards.
PUB DATE- 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Algebra; Classroom Communication; Data Collection; Data Interpretation; *Elementary Education; Evaluation Methods; Functions (Mathematics); Geometric Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; Problem Solving; *Teaching Guides
IDENTIFIERS- Alternative Assessment; *Arithmetic Teacher (Journal); Connections (Mathematics); *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

This publication compiles a series of 18 articles originally published in 1989-91 in the Arithmetic Teacher on implementing the National Council of Teachers of Mathematics (NCTM) K-8 curriculum standards. The articles and references in the bibliography are organized into five groupings: (1) "Themes That Cut Across Mathematics," covering the topics of problem solving, communication, reasoning, connections, and assessment; (2) "Number," covering the topics of number representation, number sense, estimation, operations, computation, fractions, and decimals; (3) "Space and Dimension," covering the topics of geometry, spatial sense, and measurement; (4) "Data Collection and Interpretation," covering the topics of statistics and probability; and (5) "Patterns, Relations, Functions, and Algebra," focusing on pre-algebraic ideas and informal algebra. An annotated bibliography of Arithmetic Teacher articles relating to the NCTM Curriculum and Evaluation Standards contains 125 citations. (MKR)

ED 365 560 SO 021 800

recounts how the Arts in Schools Basic Education Grants (AISBEG), a targeted federal pilot project of the National Endowment for the Arts, has stimulated change at the state level and in classrooms around the country. A chart presents a state-by-state breakdown of program grants for fiscal years 1987 through 1990. Part 1 of the report sets out "AISBEG Goals and Response." Part 2 looks at "Defining Planning." Part 3 of the report presents "Implications for the Future: Conclusions and Recommendations." Each of the parts includes a table of contents. Profiles describing each state's participation in the program also appear in the report as does a listing of national arts and education organizations. (SG)

ED 365 579 SO 023 404

Ringold, Francine; Rugh, Madeline
Making Your Own Mark: A Drawing & Writing Guide for Senior Citizens.
PUB DATE- 89
NOTE- 114p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; Art Education; *Creative Art; *Creative Writing; Creativity; *Design; *Freehand Drawing; Haiku; Lifelong Learning; *Older Adults; Writing Exercises

This book is intended for use by older beginning writers and visual artists. It is not intended to be a comprehensive guide to the complexities of the creative process. The document is a guide to opening and using the creative process in the later years of life. It is arranged in chapters that take the student through a learning process. Exercises to help begin and develop the creative process are provided. The exercises are for writing and drawing, but each chapter also includes physical exercises for developing flexibility of body and mind. The first exercise is the keeping of a 'doodle diary' for jotting down words, phrases, sentences, or making a quick sketch with pencil or pastels. Guidelines for using the book include: (1) trust your perception of what is right for you; (2) respect your own creativity; (3) give yourself permission to play and even to be foolish; (4) do the suggested exercises; (5) choose your tools carefully; (6) do not be afraid of seeing the world in a new way; and (7) keep the channel open, without stopping to criticize yourself while you are in process. Chapters discuss the language of lines or selecting words to express feelings and experiences, and the development of creativity. One chapter is devoted to haiku, a form of Japanese poetry, which attempts to capture the essential, the whatness of a thing, the primary quality that expresses its uniqueness, a way of seeing as well as a way of saying and writing. Instructions for pulling together the previous suggestions show how different approaches transform the same subject. (DK)

ED 365 580 SO 023 407

Johnson, Jean M.
Human Resources for Science and Technology: The Asian Region.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English

that grew out of the Great Depression and World War II. The second era, "Recent America" (1973-present), comprises an erosion and reshaping of those earlier attitudes in a process whose full configuration remains incomplete. Postwar economics consisted of a consumer-led boom fueled by a generation of pent-up demand. Society and culture were related closely to and supportive of the economy. Contemporary politics continues to reflect the rhetoric of the New Deal and World War II, as does foreign policy. However, a meaningful historical divide occurred in the late 1960s and early 1970s. Civil rights and cultural revolutions brought enormous social and cultural changes. Inflation, lower productivity, and higher unemployment altered the economy. Politics has become factionalized. U.S. foreign policy and economic relations with other nations have changed greatly. It is time to give students a fuller, more accurate sense of the emerging contours of the recent U.S. past: the past that perhaps means most to them. (SG)

ED 365 598 SO 023 572

Sandin, Robert T.
The Rehabilitation of Virtue: Foundations of Moral Education.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Critical Thinking; Decision Making; *Ethical Instruction; Higher Education; *Moral Development; *Moral Values; Religion; Secondary Education; Teacher Education; Value Judgment
IDENTIFIERS- Kohlberg (Lawrence); *Virtues

This book identifies a method of moral thinking and moral decision making that is compatible with the methods of rigorous disciplinary scholarship. It demonstrates how a comprehensive program of values education may integrate effectively major components of learning in a manner that serves the purposes of human development. The book contributes to faculty understanding of the importance and feasibility of values education and promotes renewed faculty commitment to the aims of values education. A rational, dialectical model of values education based on the contention that the methods and findings of disciplinary and interdisciplinary scholarship are indispensable for critical investigation of values related issues and for responsible moral judgment is recommended. A process of education in values that stresses the indispensability of freedom in human learning, as contrasted to an approach based on psychological conditioning or indoctrination is proposed. Chapter 1 considers some recent evaluations of values education in U.S. schools and colleges. Chapter 2 presents a summary of a concept of moral education without indoctrination. Chapters 3, 4, and 5 are devoted to the examination of several well known theories of values related education. Chapter 6 defines the concept of values and surveys the development of the philosophy of value. Chapter 7 emphasizes the indispensability of knowledge of consequences in any moral evaluation of action. Chapter 8 propounds a model of values related education centered on nurturing the capacity for moral thinking and judgment. Chapter 9 reviews works on moral philosophy. Chapters 10 and 11 examine the idea of virtue in the mainline philosophical tradition. Chapter 12 discusses the theory of faith development. (DK)

ED 365 599 SO 023 573

see also ED 328 072; ED 350 819, ED 322 725, ED 342 211, ED 317 073, ED 322 729.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Communicative Competence (Languages); Comparative Analysis; Computer Assisted Testing; Cues; English (Second Language); Evaluation Criteria; Instructional Materials; International Programs; Interviews; Item Response Theory; Language Aptitude; *Language Proficiency; Language Research; *Language Tests; *Second Languages; Simulation; Sociocultural Patterns; Speech Skills; Teacher Developed Materials; *Test Format; *Testing; Testing Programs; Test Validity; Trend Analysis; Writing Evaluation; Writing Exercises
IDENTIFIERS- *Oral Proficiency Testing

The selection of papers on language testing includes: "Language Testing in the 1990s: How Far Have We Come? How Much Further Have We To Go?" (J. Charles Alderson); "Current Research/Development in Language Testing" (John W. Oller, Jr.); "The Difficulties of Difficulty: Prompts in Writing Assessment" (Liz Hamp-Lyons, Sheila Prochnow); "The Validity of Writing Test Tasks" (John Read); "Affective Factors in the Assessment of Oral Interaction: Gender and Status" (Don Porter); "Authenticity in Foreign Language Testing" (Peter Doye); "Evaluating Communicative Tests" (Keith Morrow); "Materials-Based Tests: How Well Do They Work?" (Michael Milanovic); "Defining Language Ability: The Criteria for Criteria" (Geoff Brindley); "The Role of Item Response Theory in Language Test Validation" (T. F. McNamara); "The International English Language Testing System IELTS: Its Nature and Development" (D. E. Ingram); "A Comparative Analysis of Simulated and Direct Oral Proficiency Interviews" (Charles W. Stansfield); "Southeast Asian Languages Proficiency Examinations" (James Dean Brown, H. Gary Cook, Charles Lockhart, Teresita Ramos); "Continuous Assessment in the Oral Communication Class: Teacher Constructed Test" (Shanta Nair-Venugopal); and "What We Can Do with Computerized Adaptive Testing...And What We Cannot Do!" (Michel Laurier). (MSE)

ED 365 145 FL 021 758

Alderson, J. Charles
Language Testing in the 1990s: How Far Have We Come? How Much Further Have We to Go?
PUB DATE- 91
NOTE- 27p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Conferences; Educational Trends; Financial Support; Futures (of Society); Intellectual Disciplines; Language Proficiency; *Language Tests; Research Needs; Second Language Learning; *Second Languages; *Testing; *Testing Problems; *Test Reliability; *Test Validity; Trend Analysis

A discussion of trends and progress in language testing looks at

DESCRIPTORS- Audiovisual Aids; Computer Software; Foreign Countries; *Instructional Materials; *Japanese; Secondary Education; *Second Language Learning; Teaching Methods; Uncommonly Taught Languages

This list of learning resources (LRs) for Alberta Educators contains a range of print and nonprint learning materials for students and teachers of the Japanese language. The resources include standard student texts, audiovisual materials, student and teacher references, computer software, and other LR media. The list is intended to guide teachers in the selection of student and instructional material for the teaching and learning of Japanese as a second language at the secondary level. The materials cover a variety of instructional approaches, from a focus on functional competencies to content-based instruction and language learning units of study. Resources have been categorized as "basic" and "support." Basic resources are those that address most of the learner expectations in a Japanese language course or are the most appropriate LRs for meeting general learner expectations across two or more grade levels. Support resources are those that assist in addressing some of the learner expectations of a course of study, or assist in meeting the learner expectations across two or more grade levels. Most of the LRs listed are Japanese publications and are presented entirely in a Japanese context. (AA)

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ED 365 165 FL 021 799

Waters, Alan
ESP--Things Fall Apart?
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the RELC Regional Seminar (Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; Curriculum Design; *English for Special Purposes; Foreign Countries; Instructional Materials; *Language Research; Researchers; Scholarship; *Second Language Learning; *Teacher Education; *Theory Practice Relationship
IDENTIFIERS- Course Development

This paper asserts that a gap is developing in English for Special Purposes (ESP) between theory and practice, between received wisdom and grassroots activity that are important to understand when considering the future of ESP. Evidence for these gaps in ESP are discussed in detail in the context of course design, academic input, and the practitioners. Historically, ESP has been the product of two main inputs: theories and research about the nature of language and learning, procedures for course materials ano design. It is argued that in a significant amount of recent ESP instruction, there has been a failure to achieve this degree of synthesis. If this problem is to be remedied, more appropriate types of theoretical and practical support for the ESP practitioner need to be developed. Suggestions for implementing such support are offered; they involve teacher development, curriculum design, teaching materials, and academic activity. (Contains 16 references.) (JP)

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ED 365 166 FL 021 800

Clair, Nancy
Beliefs, Self-Reported Practices and Professional Development

through college for the majority of students, women, as a group, who majored and persisted in math-intensive fields actually gained confidence in math during college. Other characteristics distinguishing this group were: (1) the lack of relationship between the Scholastic Aptitude Test Math score and math confidence 4 years later; and (2) high degree of benefit gained from tutoring other students. On the other hand, interactions by this group (but not by men) with faculty were associated with declines in math confidence. (Contains 29 references.) (Author/DB)

ED 365 183 HE 026 863

Terenzini, Patrick T.; And Others
In- and Out-of-Class Influences Affecting the Development of Students' Intellectual Orientations. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 4 Nov 93
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Cognitive Development; *College Students; *Extracurricular Activities; Higher Education; *Learning Motivation; Learning Theories; *Student Development; *Teacher Student Relationship; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This paper estimates the relative importance of three, theoretically interrelated sets of variables on changes in students' intellectual curiosity and interest in learning for its own sake. Variables being analyzed are: (1) students' curricular experiences; (2) students' formal instructional experiences and classroom-related contacts with faculty members; and (3) students' out-of-class experiences with faculty, peers, and the formal co-curriculum. The major purpose was to assess the extent to which student interest in learning is shaped by both formal academic activities and by their out-of-class experiences. Data from a group of 210 students who participated in a Spring 1992 survey and followup surveys show that what happens to students after they matriculate has a substantially greater influence on what and how much they learn than their precollege personal and academic development. Study analysis also revealed that both students' class-related experiences and their out-of-class experiences made statistically significant and unique contributions to the explanation of variations in intellectual orientations above and beyond students' precollege traits and their experiences in other areas of college life. (Contains 44 references.) (GLR)

ED 365 184 HE 026 864

Kraemer, Barbara A.
The Dimensionality of Academic and Social Integration in Persistence Studies of Hispanic Students. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th,

Higher Education in Sweden. Fact Sheets on Sweden.
PUB DATE- Feb 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Admission Criteria; College Faculty; *College Programs; Enrollment; Foreign Countries; Governance; *Government School Relationship; Graduate Study; *Higher Education; Long Range Planning; Resource Allocation; *School Organization; Student Financial Aid; Student Unions; Teacher Education
IDENTIFIERS- *Sweden

This paper describes Swedish higher education, its place in the overall education system, enrollments, standards, graduate education, teachers, and organization. A brief history of the system focuses on reforms since the 1950s that have dramatically changed all of education in Sweden. Data on enrollment show that 35 percent of young people attend higher education within 5 years of completing secondary education. Discussion of entrance requirements describes general admission requirements and in some cases special admissions requirements particular to specific types of institutions. The organization of study in 100 general study programs established by Parliament and the grading system are explained. A section on college faculty covers three categories: (1) professors, with some teaching commitments but primarily engaged in research; (2) senior lecturers; and (3) lecturers. A section on overall organization describes governance through the National Board of Universities and Colleges which is charged with promoting compliance with the goals and guidelines defined by government, institutions of higher education as central government agencies, student financial assistance from the central government, and the role of the student union, a type of "trade union" providing representation and extensive services such as housing and health and medical services. (JB)

ED 365 202 HE 026 993

Research Planning and Organization. Fact Sheets on Sweden.
PUB DATE- Nov 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- Environmental Research; Foreign Countries; Government Role; Government School Relationship; *Higher Education; Long Range Planning; Public Policy; Research; Research Administration; *Research and Development; Research and Development Centers; Researchers; Research Universities; Resource Allocation; School Role
IDENTIFIERS- *Sweden

This paper describes the organization and planning for research and development in Sweden, particularly the role of higher education. A section on policies notes that the state has overall responsibility to fund basic research and the training of research workers. Issues receiving particular attention include environmental problems and new technologies. Types of institutions involved in research include the Ministry of Education and Science and its three main research councils which fund basic research. Universities, university colleges, and research institutes which train research workers are

PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; *Access to Education; Affirmative Action; Colleges; Curriculum Development; *Definitions; Educational Environment; Educational Objectives; Educational Opportunities; Educational Planning; *Enrollment; Ethnic Groups; *Higher Education; *Minority Groups; Organizational Objectives; Position Papers; *Statewide Planning; Universities
IDENTIFIERS- *Diversity (Student); *Washington

In January, 1991, the Higher Education Coordinating Board established a Policy on Minority Participation and Diversity for the public postsecondary education system in the State of Washington. Included in this policy were short- and long-term goals for increasing participation and success by people of color and cultural diversity. Five areas are covered: student enrollment; student retention; degree completion; faculty and staff employment; and institutional climate. This paper serves as a resource for institutional planning and action. It provides operational definitions of terms and measures used to define the statewide goals. It also contains baseline data and information for the four-year and community/technical college systems that are crucial to understanding the commitment and effort necessary to achieve progress and meet or exceed the Board's statewide goals. An appendix includes an outline of the specific statewide goals in each of the five areas of concentration. (GLR)

ED 365 222 HE 027 014

The Washington State Distinguished Professorship Program. Status Report.
PUB DATE- Dec 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Faculty; Exceptional Persons; *Financial Support; *Fund Raising; Higher Education; Professors; Program Evaluation; Promotion (Occupational); Public Colleges; *School Community Programs; School Community Relationship; *State Programs; Universities
IDENTIFIERS- Central Washington University; *Distinguished Professorship Programs; Eastern Washington University; Evergreen State College WA; University of Washington; Washington State University; Western Washington University

Since its inception in 1985, and through 1992, Washington state's Distinguished Professorship Program has succeeded in establishing 32 prestigious professorships at its four-year institutions with 3 more in process. Also in 1985, the state legislature enacted the Distinguished Professorship Trust Fund Program to strengthen partnerships between citizens and public four-year institutions. The program provides a matching grant program to assist institutions in creating endowments for funding distinguished professorships. This report provides a summary of progress made by these programs at the University of Washington, Washington State University, Central Washington University, Eastern Washington University, Evergreen State College, and Western Washington University. Data are provided for the 1985-87, 1987-89, and 1989-91 bienniums; as well as data on the 1991-93 reallocations and investment earnings. (GLR)

ED 365 223 HE 027 015

NOTE- 30p.; For a related document, see HE 027 035.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Data Collection; *Educational Assessment; *Educational Improvement; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Higher Education; Institutional Evaluation; Public Colleges; Self Evaluation (Groups); Standardized Tests; State Standards; State Universities; Student Evaluation; *Undergraduate Study
IDENTIFIERS- *Washington

This report is a summary of Washington State's first 18 months of public higher education assessment activities. The two main sections of the report provide, first, summaries of the institutional assessment activities and, second, a discussion of the statewide assessment indicators. Specific sections examine the collection of entry-level baseline information, the intermediate assessment of math and writing skills, end-of-program assessment, post-graduate assessment, periodic program review, and how assessments are being used. Statewide indicators parallel to the institutional assessment activities currently taking place on each campus are also discussed and include the use of student information, intermediate assessment, end-of-program assessment, program review, and data on the employment of graduates. The report indicates that, over the past 18 months, Washington's public institutions of higher education have developed and implemented assessment plans which have begun to produce results in improving undergraduate education. Appendices present historical background information and a list of the statewide assessment indicators. (GLR)

ED 365 243 HE 027 035

Washington State Higher Education Coordinating Board Semiannual Assessment Report.
PUB DATE- 9 Dec 93
NOTE- 109p.; For a related document, see HE 027 034.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; *Educational Assessment; *Educational Improvement; *Educational Quality; Evaluation Methods; Higher Education; Institutional Evaluation; *Public Colleges
IDENTIFIERS- Central Washington University; Eastern Washington University; Evergreen State College WA; University of Washington; *Washington; Washington State Community College System; Washington State University; Western Washington University

This semiannual assessment report examines the multidimensional performance evaluation system for Washington State's public postsecondary institutions. It discusses the use of assessment information to improve undergraduate education at each of the state's four-year universities and colleges, and describes the 1993-95 assessment plans for these institutions as well as for the State Board for Community and Technical Colleges. The report finds that assessment results are being used to varying degrees on all campuses, noting that Washington's assessment program has now reached a milestone: several institutions, responding to issues identified through their assessment activities, have now reached the point where significant changes in undergraduate education have begun. It is suggested

Hines, Edward R.; Pruyne, Gwen
State Higher Education Appropriations 1992-93.
PUB DATE- Mar 93
NOTE- 51p.; For the 1991-92 report, see ED 356 737.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Financial Support; Full State Funding; *Higher Education; *Public Colleges; Regional Characteristics; *State Aid; Student Financial Aid; Tables (Data); Tax Allocation; *Trend Analysis

This report is an annual compilation of state higher education appropriations summarized and placed in a historical context with analysis of short-term and long-term trends. The data were first reported monthly in "The Grapevine," a publication of the Center for Higher Education at Illinois State University. The first section offers an overview and the central analysis. This covers a look at the last three decades, a retrospective of Fiscal Year 1993, current trends in 2-year gains, a look at 10 "Metgastates," regional analysis, revenue variations, and sector variations. A conclusion to this section highlights the precipitous and negative change in state funding for higher education in fiscal years '92 and '93 after several decades of increases. In contrast, support for student financial aid was strong and recent tax increases and other events may signal a return to increased support. National tables and comparative measures in three tables show percentages of 2-year gains for all states, state appropriations for the most recent 3 years, and state tax appropriations per capita and per $1,000 of personal income along with national rankings. A final section offers state-by-state appropriations for higher education from tax revenues for individual institutions for 1991-92 and 1992-93. (Contains 25 references.) (JB)

ED 365 263 HE 027 056

Russell, Alene Bycer, Ed.; Rodriguez, Esther M., Ed.
Compendium of National Data Sources on Higher Education.
PUB DATE- Jun 93
NOTE- 173p.; For the previous edition, see ED 337 113.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Faculty; College Libraries; Data; Databases; Educational Facilities; Educational Finance; Enrollment; *Higher Education; Information Dissemination; *Information Sources; Statistical Data; Teacher Salaries

This reference work is an updated guide to over 100 major national data sources related to higher education including surveys and databases, reports, statistical digests, and other means for making data available. It focuses on sources of data that are national in scope, updated and made available on a regular or periodic basis, and useful for policy analysis and development in relation to postsecondary education. Information on each source includes organization or agency name including acronyms, data source/title, description, data collected/reported, data availability, current data uses, publications, source/contact. The sources are grouped under five general topics and under each topic heading sources are listed alphabetically by organization. The five topics are (1) general references; (2) participation in postsecondary education; (3) finance and management; (4) faculty, staffing

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Networks; Federal Legislation; Federal Programs; Health Services; Hearings; Information Retrieval; Information Storage; *Technological Advancement; Telecommunications
IDENTIFIERS- Computer Industry; Congress 103rd; Electronic Libraries; *High Performance Computing; Internet; National Research and Education Network; National Science Foundation; *NSFNET

The purpose of the hearing transcribed in this document was to obtain the views of representatives of network user and provider communities regarding the path the National Science Foundation (NSF) is taking for recompetition of the NSFNET computer network. In particular the committee was interested in the consistency of the evolution of NSFNET with the goals and characteristics of the National Research and Education Network specified in the High Performance Computing Act. Another purpose of the hearing was to explore possible legislation that would expand the program into additional applications for broad public benefit, including education, teacher training, manufacturing technologies, medical imaging, and the creation of standards for the storage of data in digital libraries. Persons who offered testimony and prepared statements were: (1) Robert C. Heterick, Jr., EDUCOM; (2) Thomas J. Tauke, NYNEX; (3) Kenneth J. Klingenstein, University of Colorado at Boulder and Federation of American Research Networks; (4) Mitchell Kapor, Electronic Frontier Foundation; (5) Kenneth R. Kay, Computer Systems Policy Project; (6) Michael McDonald, Communications and Computer Applications in Public Health; (7) Sara A. Parker, Pennsylvania State libraries and representing the American Library Association; and (8) Charlie Bender, Coalition of Academic Supercomputer Centers. (KRN)

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ED 365 284 IR 016 388

Nanlohy, Phil, Ed.
Australian Educational Computing: Journal of the Australian Council for Computers in Education. Volume 8, Special Conference Edition.
PUB DATE- Jul 93
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Adoption (Ideas); Business Education; *Computer Assisted Instruction; Computer Software; Educational Research; *Educational Technology; Electronic Mail; Elementary Secondary Education; Foreign Countries; Higher Education; Hypermedia; National Surveys; Professional Associations; Science Education; Tables (Data); Teacher Education; Technological Advancement
IDENTIFIERS- Australia

The 43 papers in this collection were presented at the Australian Council for Computers in Education 1993 annual conference. The papers focus on research and scholarship in the use of computers at the elementary, secondary, and higher education levels. The papers address the following aspects of the use of computers in education: (1) theoretical issues such as telecommunications research, global literacy and cognitive modeling; (2) computers and special groups including the disabled; (3) specific technologies, including virtual reality, multimedia, electronic mail, hypermedia, and hypertext; (4)

to lay groundwork for development of customized stacks and scripts. The book assumes the fundamentals for using the Macintosh and the mouse. Most of the suggested activities require hands-on use of HyperCard. (Contains 19 references.) (KRN)

ED 365 303　　　　IR 016 476

Finkel, LeRoy
Technology Tools in the Information Age Classroom. Using Technology in the Classroom Series.
PUB DATE- 91
NOTE- 157p.; For related volumes, see IR 016 474-478.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Software; Courseware; *Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Language Arts; Mathematics Instruction; Microcomputers; Preservice Teacher Education; Science Instruction; Second Language Instruction; Social Studies; Theater Arts; Visual Arts

This book is designed for use in an introductory, college level course on educational technology, and no prior experience with computers or computing is assumed. The first of a series on technology in the classroom, the text provides a foundation for exploring more specific topics in greater depth. The book is divided into three components--original text, selected articles by others in the field, and activities for students. The following topics are covered: (1) the evolution of educational technology; (2) definitions of computer literacy and how computer literacy is achieved; (3) general ways in which technology can be used in teaching and how it is used in teaching language arts, science, math, social studies, foreign language and English as a second language, and visual and performing arts; (4) basic information about hardware and software; (5) emerging technologies such as videodisc, HyperCard, and interactive video; and (6) future developments in the field. A list of magazines and journals in the areas of computers, technology, and education is appended. (KRN)

ED 365 304　　　　IR 016 477

Kearsley, Greg; And Others
We Teach with Technology: New Visions for Education.
PUB DATE- 92
NOTE- 168p.; For related volumes, see IR 016 474-478.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Courseware; Desktop Publishing; *Educational Technology; Elementary Secondary Education; Language Arts; Mathematics Instruction; Microcomputers; Science Instruction; Second Language Instruction; Social Studies; *Teacher Attitudes; Telecommunications; Visual Arts; Writing Instruction

ED 365 324 IR 054 770

Bowden, Russell; And Others
Guidelines for the Management of Professional Associations in the Fields of Archives, Library and Information Work.
PUB DATE- 89
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Administrative Organization; *Archives; Financial Support; Foreign Countries; Guidelines; *Information Science; Librarians; *Library Associations; Library Planning; Organizational Change; *Organizational Development; Organizational Effectiveness; *Professional Associations; Program Development; Staff Development
IDENTIFIERS- UNESCO

This guide is prepared with the objective of improving the management and efficiency of professional associations in the library, information and documentation, and archive fields. It is hoped that improving their efficiency will contribute to the better development of such services in the Third World in particular and will assist in the reputations and salaries of individuals working in these fields. Chapters discuss the following topics: (1) what professional associations are and why they are necessary; (2) the role and function of library, information science, and archive professional associations; (3) organizational structure; (4) governance; (5) operation; (6) programs and services; (7) policies, planning, and procedures; and (8) finance. Seven appendixes contain sample rules of procedure, good practice, and professional conduct, as well as financial planning information. (SLD)

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ED 365 325 IR 054 772

American Association of School Librarians Position Statements.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Libraries; Confidentiality; Educational Background; Elementary Secondary Education; Higher Education; *Learning Resources Centers; Librarians; Library Associations; Library Education; Library Personnel; Library Role; *Library Services; Media Specialists; Position Papers; Scheduling; *School Libraries; Whole Language Approach
IDENTIFIERS- American Association of School Librarians; *Library Policy; Resource Based Learning

Eight position statements from the American Association of School Librarians (AASL), published from 1990 to 1993, are presented. "Position Statement on the Value of Library Media Programs in Education" (March 1993) affirms the importance of school library media specialists as part of the total educational team. "Sample Statement on the Role of the School Library Media Program" (October 1990) explains the functions and importance of the library media center. "Resource Based Instruction: A Statement on the Role of the School Library Media Specialist in the Whole Language Approach" (June 1993) argues for supporting

ARL Preservation Statistics 1991-92: A Compilation of Statistics from the Members of the Association of Research Libraries.
PUB DATE- 93
NOTE- 84p.; An errata sheet is included.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Administration; Library Associations; *Library Statistics; Library Surveys; Library Technical Processes; *Preservation; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada; United States

This Association of Research Libraries (ARL) publication presents data from 119 U.S. and Canadian research libraries that were members of ARL during the 1991-92 fiscal year. The Preservation Statistics Questionnaire was designed to yield statistical information on the current level of preservation efforts in research libraries and on the key organizational, functional, and fiscal components that characterize preservation programs. Most of the data contained in this publication are descriptive indices of preservation activities in research libraries including preservation staffs, expenditures, and productivity. The data are also useful in determining the organization of preservation units and the components of preservation programs. The report is divided into three parts: (1) summary data tables for personnel, expenditures, preservation treatment, and preservation microfilming display the aggregated statistics describing the current level of preservation efforts in ARL libraries; (2) an analysis of core data for all reporting ARL libraries provides an analysis of the responses without displaying the data from individual libraries; and (3) an analysis of core data based on the size of the collection provides statistical measures in four groupings by size of library. The Preservation Statistics Questionnaire is included. (JLB)

ED 365 345 IR 054 799

Gardner, Michelle M.; And Others
Building Bridges to the Twenty-First Century. Kentucky's Path to the White House Conference.
PUB DATE- May 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Federal Aid; Fees; Financial Support; Information Networks; Inservice Education; Library Education; Library Facilities; Library Networks; *Library Planning; Library Role; *Library Services; Long Range Planning; Preservation; Public Libraries; State Programs; Telecommunications; Users (Information)
IDENTIFIERS- Kentucky; White House Conference Library Info Services

A summary of Kentucky's involvement in the second White House conference on Library and Information Service (WHCLIS), this report describes the activities surrounding this event and Kentucky's Governor's Conference on Library and Information Services. The recommendations that were adopted at the Governor's Conference in 1991 are listed, and the plan for

of GE in Ontario and at GBC is described and an overview of educational issues related to GE is provided. A profile of GBC programs is then provided, including data on the percentage of GE courses to total courses at GBC, and recommendations for specific curriculum areas are listed, providing detailed implementation guidelines. The final section describes future task force plans. Appendixes document Task Force activities, and include a Generic Skills Subcommittee report. (PAA)

ED 365 364 JC 930 504

The Long Island City Training Study.
SPONS. AGENCY- LaGuardia Community Coll., Long Island City, NY. LaGuardia Urban Center for Economic Development.
PUB DATE- Dec 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Characteristics; Community Colleges; *Employer Attitudes; Employment Patterns; Industrial Training; *Job Training; *Labor Force Development; *Labor Needs; *Manufacturing Industry; Occupational Surveys; Off the Job Training; On the Job Training; Retraining; Two Year Colleges
IDENTIFIERS- *New York (West Queens)

In an effort to promote economic development in the Long Island City (New York) area, a study was conducted of the training and human resource needs of local manufacturing firms and the demographic characteristics of the local labor force. Specifically, the study sought to examine company needs, highlight programs available to address those needs, and recommend appropriate future programming. Questionnaires requesting detailed information on training needs were sent to 723 manufacturing firms, but only 19 usable instruments were returned. To increase industry response, 13 site visits and interviews of industry representatives and 24 phone interviews of underrepresented industries were conducted. Results of the study included the following: (1) food and related products accounted for 7% of all manufacturing employment in the area, textile and apparel for 29%, printing and publishing for 12%, metal industries for almost 6%, and electronics industries for almost 11%; (2) the most prevalent problem cited by firms was in finding workers with solid pre-employment and critical thinking skills; (3) training programs available to firms included basic pre-employment training in reading and math, skill-specific training through agencies and the state Department of Labor, and placement agencies; and (4) recommendations included developing a comprehensive pre-employment manufacturing training program, creating sewing training programs to satisfy current demand, and orienting state training efforts toward manufacturing. A list of resource agencies and the survey instrument are included. (ECC)

ED 365 365 JC 930 527

Hartley, Celia L.; And Others
Community College-Nursing Home Partnership: Improving Care through Education. Annual Reports, 1988-1992.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

slightly more ethnically/racially diverse than those in the entering cohort. A discussion of the strengths and concerns of both models, a review of considerations for choosing a transfer rate model, and a 39-item bibliography are included. (PAA)

ED 365 381 JC 940 056

Gerardi, Steven John
Open-Admissions: What Has Changed in Two Decades at the Associate Degree Institutions of the City University of New York (CUNY)?
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Achievement Tests; Admission (School); Associate Degrees; Community Colleges; Educational Research; *Open Enrollment; *Predictive Measurement; *Student Characteristics; Surveys; Two Year Colleges
IDENTIFIERS- *City University of New York

In 1970, the City University of New York (CUNY) adopted an open-admissions policy, under which any student with a high school degree has the right of access to CUNY community colleges. Subsequently, CUNY was faced with large numbers of students in need of basic skills instruction. By the end of the 1970's, the Freshman Skills Assessment Program (FSAP) was established university-wide to assess competencies in writing, mathematics, and reading. A study was conducted to compare the current freshman cohort with the first open-admissions cohort to determine whether there had been a significant decline in the educational outcomes of the student body at the community college level since the institution of the open-access policy. Two cohorts of students attending New York City Technical College were compared in terms of demographic measures, educational background, FSAP scores, and measures of college performance. The study revealed that over the 20-year period there has been a consistency in academic performance outcomes and educational background. Specific study findings included the following: (1) members of the first open-admissions cohort (the 1980 cohort) finished their first year of college with a 1.91 grade point average (GPA) and 16 earned credits, compared to the 1989 sample which earned a mean GPA of 1.88 and averaged 12 earned credits; (2) that portion of the 1980 freshman cohort that would have been admitted under previous admissions criteria (the "regular" cohort) finished their first year of study with a 2.49 GPA and 25 earned credits; (3) 25% of the 1980 cohort, 24% of the 1989 cohort, and 22% of the "regular" cohort did not return for the second year; (4) 74% of the 1980 cohort, 75% of the "regular" cohort, and 91% of the 1989 cohort reported that they were the first in their family to attend college; (5) 80% of the 1989 cohort, 43% of the 1980 cohort, and 40% of the "regular" cohort were either working or anticipated the need to work during the school year. (ECC)

ED 365 382 JC 940 057

Barnard, Craig A.
Client Evaluation Survey Report.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Jacobsen, Rhonda Hustedt

"Good Testing": An Analysis of the Classroom Context.

PUB DATE- Mar 93

NOTE- 4p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Church Related Colleges; College Students; Higher Education; *Student Attitudes; *Student Evaluation; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Made Tests; Testing Problems; *Tests; *Test Use

IDENTIFIERS- Messiah College PA

A study was conducted at Messiah College, a religiously affiliated liberal arts college in Pennsylvania, to identify classes that had excellent evaluation procedures. Standardized student ratings of classroom testing were drawn from the Instructional Development and Effectiveness Assessment (IDEA), which includes an item on "preparing examinations" as part of the section on teaching methods. Classes that were rated above the 90th percentile on the IDEA on "preparing examinations" were identified as exemplar classes. Instructors of these 17 exemplar courses were contacted, and all agreed to participate in the study and provide descriptions of their evaluation methods. Additionally, 27 randomly selected students completed a brief questionnaire and were individually interviewed about the evaluation methods used in the classes. Results indicated that positive responses to classroom testing procedures were related to external constraints (such as class size and teacher experience), as well as to instructional dynamics within the classroom. Based on study findings, five suggestions were developed for classroom evaluation: (1) be methodical; (2) allow student input regarding specific content of the evaluation process; (3) grant students the freedom to fail on occasion; (4) emphasize the practical; and (5) personalize the requirements. (AC)

ED 365 400 JC 940 161

Reed, Mary Kay

The Portfolio as a Teaching and Evaluation Tool.

PUB DATE- Mar 93

NOTE- 4p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Evaluation Methods; Higher Education; *Portfolios (Background Materials); Program Content; Program Descriptions; Psychology; *Student Evaluation; *Student Records

IDENTIFIERS- Shenandoah College VA

Portfolios have been employed for years as evidence of many abilities (e.g., one's best drawings, one's teaching ability). The portfolio allows the individual the opportunity to demonstrate not only his/her best work, but improvement in his/her work. The chair of the Psychology Department at Shenandoah College initiated a portfolio program as a means of:

rigorous, high-level curriculum content; and "Elementary Students at Risk: A Status Report," by Nettie Legters and Robert E. Slavin, which provides a status report on recent educational research documenting the numbers of elementary students at risk of school failure. (TJQ)

ED 365 417 PS 021 729

Kuchner, John F.
Motherhood Postponed: The Impact on Family and Society.
PUB DATE- 17 Mar 93
NOTE- 16p.; Paper presented at the Annual Conference of the New York Women's Studies Association (Stony Brook, NY, March 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employed Women; Family Relationship; *Midlife Transitions; *Mothers; *Older Adults; *Parent Role; Population Trends; *Role Conflict
IDENTIFIERS- *Delayed Parenthood; Family Work Relationship

Postponed childbearing increases the likelihood that the responsibility for caring for frail elderly parents will coincide with the period of active mothering. A woman who is 40 at the time she first becomes a mother may easily have parents or other family members over the age of 65, or even over 85 years of age. Noting that 44 percent of women who assume the care of elders in their family are employed, this paper explores the daily realities represented by the confluence of these major demographic trends. Among the issues discussed are integrating the roles of working full-time both at home and in the work place, caring for the elderly and its impact on the family, and selecting in-home or family day care options. The paper makes recommendations which include goals to: (1) provide recognition and assistance for women in their roles as caregivers throughout the life cycle; (2) begin in elementary school to teach the skills and attitudes necessary for nurturing to both males and females so that nurturing skills will be valued in adulthood irrespective of gender; and (3) expand the availability of care options for both young children and the elderly. Contains 26 references. (SM)

ED 365 418 PS 021 731

Oversight Hearing on the Even Start Program. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 28 Jul 92
NOTE- 72p.; Serial No. 102-136.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Involvement; Early Childhood Education; Family Involvement; *Family Programs; Hearings; *Literacy Education; Parent Participation; Preschool Education; *Program Evaluation; Public Policy
IDENTIFIERS- Congress 102nd; *Even Start; *Family Literacy

These transcripts provide testimony given on the implementation of the Even Start Family Literacy Program, a program designed to help parents work with their children to improve the educational opportunities for both. Prepared statements and testimony was given by John T. MacDonald, Assistant Secretary play as an effective diagnostic and therapeutic tool for emotional and developmental problems. Contains over 100 references. (TJQ)

ED 365 437 PS 021 917

Spodek, Bernard, Ed.; Saracho, Olivia N., Ed.
Issues in Child Care. Yearbook in Early Childhood Education, Volume 3.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Educational History; *Educational Quality; Educational Trends; Facility Guidelines; *Family Day Care; Futures (of Society); Latchkey Children; Multicultural Education; *School Age Day Care; Special Needs Students
IDENTIFIERS- *Quality Indicators

Noting that the provision of child care services has become an increasingly important part of early childhood education, this volume addresses issues associated with the increased acceptance and use of child care by American families and the way that child care is provided in the United States. The 11 chapters on child care issues are: (1) "Child Care 2000: Five Trends Shaping the Future for Early Childhood Centers" (Roger Neugebauer); (2) "Historical Overview of Child Care" (Alice Sterling Honig); (3) "Child Outcomes of Child Care Programs" (Carollee Howes); (4) "Family-Centered Child Care" (Ellen Galinsky and Bernice Weissbourd); (5) "Meeting the Needs of Special Populations in Child Care" (K. Eileen Allen); (6) "Caring for Children in a Diverse World" (Patricia G. Ramsey); (7) "Family Day Care: The 'Other' Form of Care" (Susan Kontos); (8) "Before- and After-School Child Care for Elementary School Children" (Michelle Seligson and Ellen Gannett, with Lillian Cotlin); (9) "Staffing Issues in Child Care" (Paula Jorde Bloom); (10) "Designing Settings To Support High-Quality Child Care" (Thelma Harms); and (11) "Child Care: A Look To the Future" (Bernard Spodek and Olivia N. Saracho). Each chapter includes references. (TJQ)

ED 365 438 PS 021 935

Atmore, Eric
Present Early Childhood Educare Policy in South Africa. National Education Policy Integration.
PUB DATE- 20 Sep 91
NOTE- 26p.; Product of the Early Childhood Educare Research Group. For related documents, see PS 021 936-943.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apartheid; Blacks; *Day Care; *Educational Policy; *Federal Legislation; Federal Regulation; Foreign Countries; *Government Role; Government School Relationship; Indians; *Preschool Education; Racial Factors; *State Legislation; Whites
IDENTIFIERS- Bophuthatswana; Educare; *South Africa; South African Homelands; Swaziland

The state of preschool education and day care (educare) in South Africa is summarized in this report. The first of five parts

*Poverty Programs; Preschool Education; Program Improvement
IDENTIFIERS- *Elementary Secondary Education Act Title I; Long Term Effects; *Project Head Start

Despite 30 years of anti-poverty programs in the United States, poverty in the United States has intensified. One such program, Head Start, demonstrated that it is possible to enhance the educational outcomes of poor children. Updated and improved, Head Start has the potential to become a more successful weapon against poverty. Inadequate funding, quality problems and lack of socioeconomic integration have plagued Head Start since its inception, sometimes reducing in practice the effectiveness of an otherwise sound concept. Head Start needs to be improved in numerous ways, through increased funding, year-round programs with longer hours, more parent participation, and, most of all, the extension of Head Start past the preschool years and into the elementary and middle grades. The most efficient and effective way to accomplish this last goal is to revamp and integrate the federal Chapter 1 Program, designed to improve academic achievement among economically and educationally deprived children from preschool to high school, into Head Start, focusing on preventive, comprehensive, parent-orientated services. (MDM)

ED 365 459 PS 022 010

Preschool Caregivers in Center-Based Programs: The Child Development Associate Assessment System and Competency Standards.
PUB DATE- Apr 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Credentials; *Day Care; *Day Care Centers; Evaluation Criteria; Evaluation Methods; Preschool Children; Preschool Education; *Preschool Evaluation; Standards
IDENTIFIERS- CDA; *CDA Credential; *Child Development Associate

This booklet outlines the requirements of the Child Development Associate (CDA) credential for preschool teachers or caregivers who work in center-based preschool day care programs. Part 1 provides an overview of the CDA credentialing system and the various options, settings, standards, and stages of the CDA assessment system. Part 2 explains the eligibility and documentation requirements. Part 3 delineates specific competency standards in the areas of: (1) safety; (2) health; (3) learning environment; (4) physical development; (5) cognitive development; (6) communicative ability; (7) creativity; (8) individual behavior; (9) socialization; (10) guidance; (11) family-school relations; (12) program management; and (13) professionalism. Part 4 contains four appendixes which provide a history of the CDA program, a glossary of CDA terms, advisory eligibility requirements, and council representative eligibility requirements. (MDM)

ED 365 460 PS 022 011

Infant/Toddler Caregivers in Center-Based Programs: The Child Development Associate Assessment System and Competency Standards.
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; At Risk Persons; Crime; *Educational Benefits; Educational Quality; *Longitudinal Studies; *Preschool Education; Program Costs; Program Effectiveness; Wages; Welfare Services
IDENTIFIERS- Earning Potential; ERIC Digests

This digest reviews various longitudinal studies that examined the long-term effects of programs that served young children living in poverty and at risk of school failure. Concerning program effects on school performance, all studies that collected data on children's intellectual performance found that their program groups had better intellectual performance than their no-program groups during the program and for a year or two thereafter. Results of various studies indicated that, compared to the no-program group, program group members were less likely to be placed in special education classes and to be retained in grade, and had higher high school graduation rates. Concerning the programs' effects on community behavior, one study found that, compared to the no-program group, program group members: (1) had fewer criminal arrests; (2) spent less time on probation; (3) reported higher monthly earnings; (4) were more likely to own a home and a second car; and (5) received less welfare assistance or other social services as adults. One study that analyzed the costs and benefits of a preschool program found significant returns to taxpayers from savings in later schooling costs, higher taxes paid by program participants because of their later higher earnings, savings in welfare assistance, and savings to the criminal justice system and to potential victims of crimes. These studies suggest that high-quality programs for young children produce long-term benefits because they empower young children to carry out their own learning activities; parents to work with teachers in supporting children's development; and teachers to engage in practices that support children and parents. (BC)

ED 365 479 RC 019 185

Haller, Emil J.; Monk, David H.
Youth Migration from Rural Areas.
PUB DATE- 92
NOTE- 25p.; In: Who Pays for Student Diversity? Population Changes and Educational Policy. Twelfth Annual Yearbook of the American Education Finance Association, 1991; see ED 343 255.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; Educational Policy; High Schools; Military Service; *Rural Schools; *Rural to Urban Migration; *Rural Youth; *School Community Relationship; *School Size; *Secondary School Curriculum; Student School Relationship; Young Adults
IDENTIFIERS- Curriculum Emphases; High School and Beyond (NCES); *School Effects

The persistent net loss of young people from rural areas has potentially contradictory implications for educational policy. Believing that youth migration to urban areas is inevitable, one school board might feel obligated to prepare students for variations in the program between building sites, offering inservice training for regular educators, centralizing instructional sites, and involving parents. Tables throughout the text detail achievement gains by grade level. Appendices list program enrollments by building, explain identification and eligibility procedures, and provide tables of achievement gains. (KS)

ED 365 497 RC 019 452

Boylan, Colin, Ed.; Alston, Margaret, Ed.
Rural Education Issues: An Australian Perspective. Key Papers Number 3.
PUB DATE- 93
NOTE- 211p.; For selected individual papers, see RC 019 453-455.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educationally Disadvantaged; Educational Technology; Elementary Secondary Education; *Equal Education; Foreign Countries; *Geographic Isolation; *Indigenous Populations; Postsecondary Education; Rural Areas; *Rural Education; Teacher Attitudes; Teachers; Womens Education
IDENTIFIERS- *Australia

This book contains 15 papers on current issues and future options in Australian rural education. Part 1 covers contemporary issues and includes: (1) "Issues in Education in Remote Rural Australia" (education of girls, education of Aboriginals, lifelong learning, and research needs) (Ted Scott); (2) "Redefining Remoteness in the Post Industrial Society" (Peter d'Plesse); (3) "Expanding Vocational Preparation in the Post-Compulsory Years" (Richard Sweet); (4) "Educational Change in New South Wales: Rural Teacher Reactions and Rural Development" (Colin Boylan); (5) "Education in Rural Victoria Is a Social Justice Issue" (Merryl Robson); (6) "Austudy Rural Inequities" (Jennifer Sheed and Doug Lloyd); and (7) "Farm Management Education for the Future" (Keith Woodford and Ray Collins). Part 2, "Target Groups," includes: (1) "Retaining Teachers in Rural Schools: Satisfaction, Commitment, and Lifestyles" (Colin Boylan and others); (2) "Overcoming Distance: Isolated Rural Women's Access to TAFE across Australia" (Pauline Mageean); (3) "Isolation and Culture: The Challenges for Teachers in Torres Strait" (Barry Osborne); (4) "What about Me? Ever Thought about Including Rural Australians Who May Also Have an Intellectual Disability?" (Libby Cross and James Burrell); and (5) "Non English-Speaking Background Children in Wagga Wagga Schools" (Marietta Elliott). Part 3 covers technology and includes: (1) "Technologies: Present and Future for Distance Education in Victoria" (Neil Elliott and Ian Conboy); (2) "Learning Technology Programs in an Isolated Region: Classroom Applications of Technology" (Carol Hughes); and (3) "Technology and the Provision of Specialist Educational Support Services to Young Children of Itinerant Families" (Mike Lally). (SV)

ED 365 498 RC 019 453

d'Plesse, Peter
Redefining Remoteness in the Post Industrial Society.
PUB DATE- 93
NOTE- 10p.; In: Rural Education Issues: An Australian Perspective. Key Papers Number 3; see RC 019 452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

school and mathematics practice in out-of-school situations. This study compares the out-of-school practice involving measurement of on-the-job carpet layers with the problem-solving strategies of ninth-grade students while engaged in measurement problems from the typical mathematics textbook. Data collection in the carpet-laying field work included participant observation, ethnographic interviewing, artifact examination, and researcher introspection. Data from the seventh- and eighth-grade textbooks were collected through content analysis of examples, exercises, and problems in the textbooks related to the concept of measurement. Data from the students included observation, informal interviewing, and researcher introspection. The carpet layers made use of four categories of mathematical concepts--measurement, computational algorithms, geometry, and ratio and proportion--and two categories of mathematical processes--measuring and problem solving. Analysis of the textbook problems indicated that students were involved in computational exercises whereas carpet layers were involved in measurement. Differences between students and carpet layers included a lack of deep understanding of the concept of area on the part of the students and more problem-solving skills and strategies on the part of the carpet layers. Contains 26 references. (MDH)

ED 365 517 SE 053 848

Mandeville, Garrett K.; Kennedy, Eugene
A Longitudinal Study of the Social Distribution of Mathematics Achievement for a Cohort of Public High School Students.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohort Analysis; Comparative Analysis; Computer Software; Correlation; Disadvantaged; Educational Change; High Schools; *High School Students; *Institutional Characteristics; Longitudinal Studies; *Mathematics Achievement; Mathematics Education; *Predictor Variables; Public Schools; Racial Differences; School Effectiveness; *Statistical Analysis; Structural Equation Models
IDENTIFIERS- *Hierarchical Linear Modeling

This paper reports the results of a study of changes in the social distribution of mathematics achievement for a cohort of public high school students. Using hierarchical linear modeling (HLM) the study sought to identify school characteristics which were significantly correlated with changes in achievement differences from grade 9 to grade 11 between: (1) white and black students; (2) students from advantaged and disadvantaged socioeconomic backgrounds (SES); and (3) male and female students. The school characteristics considered included indicators of school/community context, school normative climate ("effective schools" indicators), and school instructional setting. While many of the indicators were found to be related to achievement discrepancies at a given point in time, few yielded significant results for changes in the distribution of achievement. School location (suburban), the stability of the student population, and the percentage of low SES children in the school were significant predictors of change over time. It is suggested that effective-schools indicators which are more focused toward equity issues, and those based on student (rather than teacher) input, may be

(Contains 28 references.) (MDH)

ED 365 537 SE 053 973

Reineke, James W.
Making Connections: Talking and Learning in a Fourth-Grade Class. Elementary Subjects Center Series No. 89.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Educational Change; Elementary School Students; Elementary School Teachers; Grade 4; Intermediate Grades; *Mathematics Instruction; Teacher Behavior; *Teacher Student Relationship; *Teaching Skills; *Verbal Communication
IDENTIFIERS- *Discourse; Mathematical Communication

Recent reforms in mathematics education suggest that classroom teachers ought to shift away from the traditional concentration on arithmetical computation and adopt goals of mathematical confidence, problem solving, communication, reasoning, and appreciation. To understand how students are thinking in a given situation, teachers need to make their students' thinking public. One way of accomplishing this is to encourage students to engage in mathematical conversations. This report describes a fourth-grade classroom where students' thinking was made public through discussions in which students presented and justified their interpretations of, and solutions to, the problems presented in class. In the beginning, the author identified the goals the teacher had for her students and then followed the development of those skills and abilities through a series of classroom observations and teacher and student interviews. The teacher and her students learned to talk about mathematics in ways that made their thinking visible and suggested that they know mathematics in fresh, inventive ways. The report ends with questions about what students learned and what teachers and researchers might consider evidence of their learning. (Contains 22 references.) (Author)

ED 365 538 SE 053 974

Landscape of Geometry: Teacher's Guide/Student Workbook.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Class Activities; *Educational Television; Experiments; Geometry; Learning Activities; Manipulative Materials; *Mathematical Applications; Mathematical Models; *Mathematics Instruction; *Plane Geometry; Secondary Education; Secondary School Mathematics; Teaching Guides
IDENTIFIERS- Exploration; Hands On Experience; *South Carolina Educational Television

This guide is support material for geometry teachers in middle schools or high schools in South Carolina. The guide describes the content of each program in the television series and

Arthur, Brian
Conference on Arts in Education (London, England, United Kingdom, October 8-12, 1990). General Report.
PUB DATE- 26 Feb 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art Education; Artists; Comparative Analysis; Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; *International Educational Exchange; *Student Development; Teacher Education Programs
IDENTIFIERS- Council of Europe (France)

This document is a report on the Council of Europe's October 1990 conference on the subject of the arts in education. Aimed at those with interests in the education of students ranging from ages 11 to 18, the conference included administrators, inspectors, advisers, teachers, and practicing artists. Planners of the event sought to foster stronger pan-European art education links, to exchange information about art education in participating countries, and to promote mutual strategies for development, collaboration, and international liaison. Through the conference, participants examined the status of art education in their nations, engaged in a comparative analysis of the problems of and possibilities for future collaboration, shared examples of excellence in art education, and offered recommendations and conclusions. The conclusions and recommendations appear in the report along with a list of participants. (SG)

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ED 365 561 SO 022 292

Arnot, Madeleine, Ed.; Barton, Len, Ed.
Voicing Concerns: Sociological Perspectives on Contemporary Education Reforms.
PUB DATE- 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; Educational Policy; *Educational Sociology; Elementary Secondary Education; Foreign Countries; Higher Education; Social Science Research; Social Theories; Sociology
IDENTIFIERS- Great Britain

The 11 papers in this book address, from a sociological perspective, a variety of contemporary educational reform issues in Great Britain. The papers examine the direction and role of sociological research in education. Sociology education has an important role to play in raising questions about the British educational system and its premises. The discipline has come under harsh attack by conservative politicians and educators in recent years. The papers include: "Parents and the State: How Has Social Research Informed Education Reforms?" (M. David); "Not in Front of the Children: Responding to Right Wing Agendas on Sexuality and Education" (L. Kelly); "Feminism, Education, and the New Right" (M. Arnot); "Special Needs: Personal Trouble or Public Issue?" (L. Barton, M. Oliver); "On the Specificity of Racism" (A. Gurnah); "Teachers' Responses to the Reshaping of Primary Education" (A. Pollard); "Staying On and Staying In: Comprehensive Schooling in the 1990s" (D. Halpin); "Whose Choice of Schools? Making Sense of City Technology Colleges" (T. Edwards, S. Gewirtz, G. Whitty);

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Studies; Comparative Analysis; *Degrees (Academic); Engineering; Engineering Education; Foreign Countries; Foreign Students; Graphs; Higher Education; Human Capital; *Human Resources; *Natural Sciences; Productivity; Research and Development; *Science Education; *Scientific Personnel; Student Participation; Technology
IDENTIFIERS- China; India; Japan; Korea; Singapore; Taiwan

This document is a summary of the situations of six Asian nations (The People's Republic of China, Japan, Singapore, South Korea, Taiwan, and India) compared to the United States in science and technology education. The paper includes a table of the production of bachelor of science degrees in science and engineering in 1990, comparing the Asian countries as a group with the United States. Graphs of human resources discuss growth in enrollment in higher education, ratio of university enrollments to college age population, and higher education degree data. Degree information is broken down into degrees in the natural sciences and engineering. A chart shows the number and percentage of Asian students from each of the countries in question who study natural sciences or engineering at U.S. universities at the doctoral and bachelor levels. The ratio of science and engineering degrees to total degrees is represented. Expenditures for research and development are compared between the Asian countries and the United States, as are science and engineering personnel. Growth rate in gross domestic product is represented. After the general comparisons, each of the six Asian nations is discussed individually. Implications for the United States include the continuation of Asian countries' use of the U.S. higher education system. Foreign graduate student enrollment in U.S. universities and preference for natural science and engineering degrees will maintain U.S. doctoral program's strong emphasis on natural science and engineering. These nations will challenge the United States, for the personnel educated in U.S. universities for their own high technology economies. (DK)

ED 365 581          SO 023 409

Lee, John Y.
The Role of Individual Differences in the Categorization (or Domain Placement) of Social Cues in Occurrences of Everyday Moral Conflicts.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; *Conflict Resolution; Context Effect; Cues; Elementary Education; Elementary School Students; Grade 3; Grade 6; Higher Education; *Individual Differences; *Interpersonal Relationship; Moral Development; *Moral Values; *Self Concept; *Social Cognition; Student Attitudes
IDENTIFIERS- *Domain Placement

This study examines the role of individual differences in categorizing or domain placing social situations as entailing or not entailing moral harm in accounting for occurrences of everyday moral incidents. It was hypothesized that (1) much of

Hunter, Kathleen
Thomas Jefferson's Road to the White House. Teaching with Historic Places.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Design; Elementary Secondary Education; *History Instruction; Learning Activities; *Local History; *Presidents of the United States; Primary Sources; Social Studies; Teaching Methods
IDENTIFIERS- Historical Landmarks; *Historic Sites; *Jefferson (Thomas)

This unit focuses on Thomas Jefferson's route from his home at Monticello in Virginia to the White House when he traveled to Washington in November of 1800 for the upcoming presidential election. The document traces his journey by phaeton, a four wheeled light carriage, from Monticello to: (1) James Madison's home at Montpelier, a distance of 28 miles, on November 24, 1800; (2) Fleetwood on November 25th, a distance of 31 miles; (3) Browns Tavern at what is now Manassas, Virginia, on November 26th, a distance of 33.5 miles; and (4) through Falls Church to Washington on November 27th, a distance of 34 miles. The unit is illustrated with sketches of a phaeton, a small flat bed skiff that was often used as a ferry, Monticello, Zimmerman's tavern, New Gate Tavern, a dependency or small outbuilding at Jefferson's friend's home known as Fleetwood, Montpelier, the White House, and a portrait of Jefferson. Two maps show the topology of the area and Jefferson's route. The text of the document describes Jefferson's journey as can be pieced together from searching his letters, public records, and what buildings and roads are still in existence today. Thirteen different class assignments are given for different areas of the lesson. Issues highlighted are: changes in means of travel, the neoclassical and vernacular architecture of the time, and Jefferson's character traits that can be learned from evidence presented in the lesson. The lesson uses different kinds of historical inquiry. Students see how the use of many different sources can provide the evidence necessary to trace Jefferson's route. (DK)

ED 365 600 SO 023 574

Patrick, John J.
Heritage Education in the School Curriculum: Defining and Avoiding the Pitfalls. Heritage Education Monograph Series.
PUB DATE- 92
NOTE- 14p.; "An extended version of" ED 315 333.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Built Environment; Citizenship Education; *Cultural Background; Curriculum Design; *Curriculum Development; *Curriculum Problems; Elementary Secondary Education; *Heritage Education; Interdisciplinary Approach; *Local History; Social Studies

movement in the field since 1980, based on the themes and content of national and international conferences; trends in test content, method, and analysis; and work on the nature of proficiency and of language learning. It is proposed that movement evidenced by conferences is largely sideways and backward; that while improvements have been made in test content, method, and analysis, there is little evidence that these improvements represent real advancements; and that research on the nature of proficiency and of language learning is still in its early stages. Four main reasons are given for the lack of progress: the relative youth of the discipline; dearth of replication, teamwork, and agenda in research; inadequacy of funding; and lack of a coherent framework or model. Areas in which attention will be important in the next decade are outlined, including: research on language learning; the washback effect of testing; validity of test content; knowledge of the structure of language proficiency; computer-based language testing and the impact of technology on testing; learner-centered testing; the role of judgment in language testing; and traditional concerns about test validity and reliability. (MSE)

ED 365 146 FL 021 759

Oller, John W., Jr.
Current Research/Development in Language Testing.
PUB DATE- 91
NOTE- 32p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Language Aptitude; *Language Processing; Language Proficiency; *Language Tests; Language Usage; *Linguistic Theory; Pragmatics; *Predictor Variables; Prior Learning; Research Needs; *Second Languages; Semiotics; Testing; *Test Theory
IDENTIFIERS- *Pierce (Charles Sanders)

A discussion of language testing looks at the relationship between the processes of language learning and language testing, particularly from the point of view of pragmatics theory. It outlines some of the theory of Charles Sanders Pierce and its role in the evolution of linguistic theory, as well as the work of other theorists concerning the nature of knowledge and the role of experience in learning. The paper distinguishes between three perspectives in tne testing process (those of the text, author, and audience) and examines the tension between them during language testing. It is argued that the three perspectives must be in appropriate correspondence to each other. Research focusing on the three perspectives as they relate to cloze testing is considered; different forms of tests are viewed as focusing on different perspectives. It is concluded that for language testing research and development to be optimally interpretable, the researchers must take care to control the variables of whichever two perspectives are not the focus in the test in question. A brief bibliography is included. (MSE)

ED 365 147 FL 021 760

Needs of Three Classroom Teachers with Language-Minority Students.

PUB DATE- Feb 93

NOTE- 263p.; Ed.D. Dissertation, Teacher's College, Columbia University.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Beliefs; Case Studies; Classroom Techniques; Educational Needs; Elementary School Students; Elementary Secondary Education; *English (Second Language); Grade 4; Grade 5; Grade 10; *Language Attitudes; Language Proficiency; *Limited English Speaking; Mainstreaming; Secondary School Students; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Expectations of Students; *Teacher Student Relationship

IDENTIFIERS- *Language Minorities

This study explored beliefs, self-reported practices, and professional development needs of three mainstream classroom teachers with language-minority students. Case histories of the teachers were composed from transcripts of interviews, classroom observation, and entries from teacher and observer journals. Analysis reveals that: (1) teacher beliefs about language-minority students may be based on hearsay and misinformation; (2) the teachers do not vary their planning but frequently vary lesson implementation; (3) choice of instructional practices may be based on naive notions of language proficiency and the demands of the mainstream classroom; and (4) teachers draw on intuitive wisdom because of lack of preservice teacher preparation and nonexistent or inadequate inservice education on issues related to language-minority students. Implications are drawn primarily for preservice and inservice teacher education: teacher educators must embrace a conception of schooling that considers the social, political, and cultural realities of a diverse student population when creating innovative curricula; inservice staff development regarding language-minority student issues should be context-specific, driven by the needs and commitments of teachers and the resources of school and community; teachers have a responsibility for engaging in dialogue with teachers, parents, and administrators about these issues; and more research is needed. (Author/MSE)

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ED 365 167 FL 021 894

McArthur, Edith K.

Language Characteristics and Schooling in the United States, A Changing Picture: 1979 and 1989.

PUB DATE- Nov 93

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Students; Demography; Elementary School Students; Elementary Secondary Education; English (Second Language); Immigrants; *Language Fluency; *Language Proficiency; *Limited English Speaking; Minority Groups; *Population Trends; Secondary School Students; Second Language Learning; Second Languages; Sociocultural Patterns; *Statistical Data; *Student Characteristics

In 1989, the number of persons in the United States who spoke languages other than English at home was at an all-time high. This number has increased rapidly in recent years as

Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adjustment (to Environment); *College Students; Community Colleges; Ethnic Groups; *Hispanic Americans; Institutional Research; Literature Reviews; Minority Groups; Peer Influence; *Socialization; *Student Attrition; Student Participation; Two Year Colleges; Two Year College Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; *Saint Augustine Community College IL; Tinto Model

This study examined factors affecting academic persistence for Hispanic college students at a private 2-year bilingual junior college (St. Augustine College, Illinois) in terms of the students' integration into the academic and social environment at the college. A sample of 277 Hispanic graduates (78 percent female) participated in the study. Students responded to a questionnaire that provided measures of latent constructs representative of the Tinto theoretical framework for student persistence. Potential measures for student integration into the academic environment included library use, classroom participation, seeking tutorial help, using a computer lab outside of class, meeting with instructors outside of class to discuss academic topics, and meeting with the academic counselor. Social integration was defined as the extent to which the Hispanic environment and interactions with Hispanics at the college were important to students. The study results indicated that the operational definitions of Academic and Social Integration were appropriate to the study population and provided adequate measures of the students' integrative process at the college, suggesting the validity of these factors in examination of model of student attrition for older (over 25) full-time Hispanic 2-year college students. (Contains 36 references.) (GLR)

ED 365 185 HE 026 865

Eaton, Shevawn Bogdan; Bean, John P.
An Approach/Avoidance Behavioral Model of College Student Retention. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 56p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adjustment (to Environment); *College Students; Dropout Research; Higher Education; Literature Reviews; *Models; Psychological Characteristics; *Socialization; Student Attrition; *Student Behavior; Theories; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

This study developed and estimated a conceptual model of student retention incorporating approach/avoidance behavioral theory with 262 first and second year students at a major midwestern research university. The study applied a theoretical model focusing on the influence of coping behavior on academic and social integration, student intentions, and departure. The commissioned by the government to do research and at times also contract to do research for the business community. Academies enjoy an independent status as promoters of research and science in different disciplines. Private foundations also support university-based research. The level of research and development in industry is high by international standards. Discussion of long-term planning notes a current emphasis on short-term projects at the expense of long-term projects. A final section describes Sweden's involvement in international research and development particularly in cooperative efforts with other Scandinavian countries and other European research councils and institutions. (JB)

ED 365 203 HE 026 994

Smoot, Joseph G.
Pittsburg State University Development Achievements for Fiscal Year 1993.
PUB DATE- 93
NOTE- 266p.; For the 1992 edition, see ED 356 725.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Alumni; Comparative Analysis; Donors; Educational Finance; *Financial Support; Foundation Programs; *Fund Raising; Higher Education; Institutional Advancement; Postsecondary Education; *Private Financial Support; Public Colleges; State Universities; Statistical Data; Surveys
IDENTIFIERS- *Pittsburg State University KS

This report presents the major Development Achievements for Fiscal Year (FY) 1993 of Pittsburg State University (PSU) in Kansas and provides a comparison with 150 other comprehensive public universities reporting to the Council for Aid to Education (CFAE). Among its conclusions are that PSU ranked 27th (top 18 percent) among the comparable institutions in total private support ($3.6 million), that PSU experienced increased effectiveness in solicitation from alumni donors (20 percent of total private support), and that business support amounted to 29 percent of total private support. Chapters devoted to annual giving and planned giving as well as the PSU Foundation provide further information about development activities. Development plans for fiscal year 1994 are also presented. Appendices (comprising over half the report) include the following: (1) annual development calendars; (2) comparative CFAE tables; (3) office of research proposals and grants; (4) alumni statistics reported to the Council for Aid to Education; (5) Phonathon report; (6) class agent program; (7) senior class gift program; (8) PSU publications; (9) bequests to PSU foundation cumulative record; (10) PSU foundation endowed scholarship accounts; (11) PSU foundation athletic endowment; (12) Centennial 2003 vision; (13) PSU foundation board of trustees; (14) PSU foundation by-laws; (15) PSU foundation FY 1992 endowment study; (16) volunteers on PSU advisory councils; and (17) student education programs in alumni/development. (JB)

ED 365 204 HE 026 995

Carter, Deborah J.; O'Brien, Eileen M.
Employment and Hiring Patterns for Faculty of Color.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English

The Washington State Graduate Fellowship Program. Status Report.
PUB DATE- Dec 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Faculty; *Fellowships; *Financial Support; *Fund Raising; *Graduate Study; Higher Education; Program Evaluation; Promotion (Occupational); Public Colleges; *School Community Programs; *School Community Relationship; State Colleges; *State Programs; State Universities
IDENTIFIERS- Central Washington University; Eastern Washington University; Evergreen State College WA; University of Washington; Washington State University; Western Washington University

This status report presents progress data concerning the Graduate Fellowship Program that was initiated in Washington State in 1987. The Washington State legislature enacted the Graduate Fellowship Trust Fund Program to strengthen partnerships between citizens and public four-year institutions. It does this by providing a matching grant program to assist institutions in creating endowments for funding fellowships for distinguished students. No appropriation was made till 1990. In the 1989-91 biennium, the legislature provided $1.5 million to fund 60 fellowships: 36 at the University of Washington; 18 at Washington State University; 2 at Central Washington University; 1 at Eastern Washinyton University; 1 at The Evergreen State College; and 2 at Western Washington University. Specific grants are listed for each institution. (GLR)

ED 365 224 HE 027 016

Enrollment Plan Update. Planning Paper No. 1.
PUB DATE- Nov 93
NOTE- 37p.; For related document, see ED 358 768.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Community Colleges; Demography; Educational Finance; *Educational Policy; *Enrollment Projections; Futures (of Society); *Higher Education; Political Issues; Population Trends; Sociocultural Patterns; State Colleges; State Universities; *Statewide Planning; Trend Analysis
IDENTIFIERS- *Washington

This background paper provides updated information on the Washington State Higher Education Coordinating Board's comprehensive master plan for improving postsecondary enrollment. The plan stresses (1) increased enrollment levels at the four-year institutions to reach full capacity by 2005; (2) increased community college enrollments to reflect population growth and anticipated demand for academic transfer programs at branch campuses; (3) additional branch campuses to serve 17,000 headcount students by 2010; and (4) reliance on independent institutions to help meet the state's goal by meeting their own growth projections. The report examines the evolution of the State's Master Plan; provides a review of higher education funding patterns and their relationship to enrollments as well as the environmental impacts and emerging trends in demographics, economic conditions, and political circumstances within the state. An appendix provides economic trend data for the state, and a comparison of educational attainment for all 50 states broken out by percentage of high that the next stage will revolve around more complex improvement efforts at those institutions which have reached that point and fuller utilization of assessment results at the remaining institutions. Appendices, comprising three quarters of the report, contain a brief history of Washington's Assessment Program, a 148-item bibliography of assessment reports, and a compilation of the 1993-95 assessment plan outlines. (GLR)

ED 365 244 HE 027 036

Meyer, Katrina
Graduate Education Study. Final Report and Recommendations.
PUB DATE- Sep 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Planning; Educational Quality; *Enrollment Projections; *Graduate Study; Higher Education; Labor Needs; Long Range Planning; Policy Formation; Program Development; State Aid; *State Colleges; *State Universities; Statewide Planning; Student Financial Aid; Student Recruitment; Tuition
IDENTIFIERS- *Washington

This document presents data and recommendations on graduate education in Washington State, and outlines institutional plans for achieving a graduate enrollment goal that allows the state to reach the 70th percentile nationwide by 2010. The report is divided into seven sections that address the following questions: (1) What is graduate education? (2) What principles should guide the development of graduate education? (3) What graduate programs does the state need? (4) What should be the state's plan for expansion of graduate enrollments? (5) How should the needs of Spokane be met? and (6) What financial policies will be needed to encourage graduate enrollment growth and maintain program quality? The following specific topics are addressed: the state's economic development needs; questions surrounding educational quality, access, and diversity; levels of graduate enrollments needed by the state and the 4- and 2-year institutional projects to meet these needs; and tuition policy, waivers, and financial aid. Summaries and recommendations follow each section. Appendices list members of the Graduate Education Advisory Committee, present the Graduate Enrollment Plan of the Higher Education Coordinating Board, and the state's plan for graduate enrollments listed by institution and by field. (Contains 27 references.) (GLR)

ED 365 245 HE 027 037

High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges: Linear College-Going Rate, Combined College-Going Rate. Oklahoma High School Educational Indicators Project.
PUB DATE- Dec 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; *College Bound Students; *Educational Trends; Enrollment Trends; Higher Education; High School Graduates; High Schools; *In State Students; Tables (Data)
IDENTIFIERS- Educational Indicators; *Oklahoma

and salaries; and (5) physical facilities, libraries and assets. These sections are also marked with tabs. The compendium also includes an index and an appendix providing information on ordering materials from the National Center for Education Statistics (NCES). (JB)

ED 365 264 HE 027 057

Lenth, Charles S.
The Tuition Dilemma--State Policies and Practices in Pricing Public Higher Education.
PUB DATE- Dec 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Finance; Higher Education; National Surveys; Out of State Students; Policy Formation; *Public Colleges; *Public Policy; State Standards; Statewide Planning; Student Financial Aid; *Tuition
IDENTIFIERS- Tuition Waivers

This report analyzes state policies and practices in pricing public higher education through tuition levels and related issues of finance, access, and policy development. The first chapter outlines the current heightened tension over tuition levels and policies. Chapter 2 looks at policies and procedures for tuition at public institutions as they vary across states. This section examines factors such as tuition guidelines and institutional philosophies, bodies with authority in setting tuition, economic and cost factors used in setting tuition, and policies that relate tuition to the cost of education. Chapter 3 examines the increased interest in tuition differentials, waivers, and financial assistance for students to help offset tuition charges. This section notes and examines the increasing move to make decisions about eligibility or amount of assistance provided to individual students at the state policy level through guidelines, eligibility criteria, limiting assistance waivers, or determining assistance through standardized formulas. Chapter 4 examines the growth in tuition as a source of revenue to support public higher education which reflects increases in tuition rates as well as other factors. Appendixes include a 1992-93 survey of state tuition policies, three tables on state tuition and fees, and summary data on tuition revenues in public institutions by state. (JB)

ED 365 265 HE 027 058

Broyles, Susan G.
Characteristics of the Nation's Postsecondary Institutions: Academic Year 1992-93. E.D. TABS.
PUB DATE- Dec 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Fees; *Higher Education; *Institutional Characteristics; National Surveys; Postsecondary Education; Private Colleges; Public Colleges; Statistical Analysis; Tables (Data); Technical Institutes; Tuition; Two Year Colleges; Universities
IDENTIFIERS- *Integrated Postsecondary Education Data System

Six tables present data on characteristics of institutions of higher education in 1992-93. The data were gathered as part of topical applications such as business, law, geology, geophysics, computer programming and computer simulations; (5) software packages and their uses; and (6) the use of computers in training and supporting teachers and the extent of teacher use of computers. The collection also contains a 1992 national survey on the integration of computers into the classroom. Many of the articles are illustrated with graphs, tables, charts, or other graphics, and most papers contain references. (KRN)

ED 365 285 IR 016 398

Mulford, Carolyn
Government's Role in the Electronic Era: User Needs and Government's Response, Proceedings of the Annual FLICC Forum on Federal Information Policies (10th, Washington, D.C., March 25, 1993).
PUB DATE- Sep 93
NOTE- 55p.; For the 1992 proceedings, see ED 358 859.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Economic Factors; Federal Government; Futures (of Society); *Government Role; Intellectual Property; National Libraries; *Public Policy; State Government; User Needs (Information)
IDENTIFIERS- *Electronic Libraries; *Information Policy

This proceedings of the annual forum of the Federal Library and Information Center committee (FLICC) of the Library of Congress begins with summaries of introductory and special remarks, two keynote addresses, 15 presentations, and the comments they generated. The publication also contains the text of the keynote addresses: "Establishing a System of State-Based Electronic Libraries" (Robert Kerrey) and "The Electronic Information Era: A Vision of the Future" (Robert C. Heterick, Jr.) and the following papers: 1) "Competition and Cost Concerns: Information as a Commodity--Fee vs. Free" (Barbara Markuson); (2) "User Needs: Pricing of Federal Electronic Information Products and Services" (James P. Love); (3) "Information Policy: The State's Role" (Richard Varn); (4) "Intellectual Property: Introduction, Overview, and User Needs" (William W. Ellis); (5) "Intellectual Property: The Government Perspective--Government's Role in Striking a Balance in the Public Interest" (Dorothy Schrader); (6) "Information Initiatives: Electronic Libraries of the Future--Implications for Federal Librarians" (Robert Wedgeworth); (7) "Emerging Roles and Responsibilities for the Federal Library and Information Professional in the Electronic Age" (S. Michael Malinconico); and (8) "Government Information Policy and Administration in the Next Century: Is Nothing Sacred?" (Harold Relyea). (KRN)

ED 365 286 IR 016 457

Byers, Patricia Longwell
Increasing Technology and Collaborative Learning Experiences of Teachers, Parents, and Students in a Middle School through Teacher Training, Parent Involvement, and a Mentorship Program.
PUB DATE- 93
NOTE- 155p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy;

IDENTIFIERS- Information Age

This book documents the profound impact of computing on the education system as seen through the eyes of teachers. The authors studied exemplary teachers and how they used computers in their schools and recorded the teachers' insights, strategies, and feelings about the using computers in the classroom. The topic is presented in 14 chapters that discuss: (1) information age teachers; (2) the improved teacher productivity made possible by computer applications such as keeping grades and attendance; (3) writing better electronically; (4) desktop publishing capabilities and their uses; (5) telecommunications and its ability to link teachers and students; (6) computer use in science; (7) computer applications for mathematics instruction; (8) computer uses in studying people, places, and cultures; (9) computer uses in language learning; (10) teaching computer skills; (11) computer applications for creativity and the arts; (12) the use of computers in meeting the needs of at risk students and others with special needs; (13) how to make visions about technology use in the classroom a reality; and (14) additional sources of information about the use of technology in the classroom. Each chapter includes 10-25 references and a list of activities for further exploration. (KRN)

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ED 365 305 IR 016 478

Cannings, Terence R., Ed.; Finkel, LeRoy, Ed.
The Technology Age Classroom.
PUB DATE- 93
NOTE- 661p.; For related volumes, see IR 016 474-477.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Educational Change; Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Problems; Special Needs Students; Teacher Education; Teaching Methods; Technological Advancement

This collection of 111 readings on educational technology is intended for use in formal teacher training courses or inservice programs for teachers. The articles, most of which focus on computer technology, were originally published in journals in the field of educational technology. The articles are arranged in eight chapters that address: (1) the benefits of using technology in the classroom; (2) what the research says about the value of technology; (3) technology applications in various subject areas, including language arts, music, art, writing, math, science, social studies, and library skills; (4) issues for the teacher who uses technology, such as using technology for restructuring the curriculum, staff development, and evaluation; (5) classroom management strategies and teaching techniques for the technology age classroom; (6) technology and students with special needs, such as at risk students, students with learning disabilities, and English as a second language students; (7) emerging technologies, such as videodisc, HyperCard, multimedia, CD-ROM, educational television, distance education, and educational television; and (8) visions of future educational environments, including technology and school restructuring. Each group of articles is preceded by a brief introduction that includes questions for discussion and questions from the readings. (KRN) the whole language program through the school library. "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights" (amended January 1990) points out the role of the library in promoting intellectual freedom. "Position Statement on Flexible Scheduling" (June 1991) discusses class scheduling in the school library. "Position Statement on Appropriate Staffing for School Library Media Centers" (April 1991) presents principles for staffing. "Position Statement on Preparation of School Library Media Specialists" (September 1992) defines the master's degree as the entry-level degree for the profession. "Statement on Confidentiality of Library Records" acknowledges the right to privacy of library users. (SLD)

ED 365 326 IR 054 773

Darling, Pamela W.; And Others
Preservation Planning Program: An Assisted Self-Study Manual for Libraries. Revised 1993 Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 142p.; For the revised 1987 edition, see ED 282 560.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Committees; Consultants; Emergency Programs; Higher Education; Inservice Education; Library Associations; Library Instruction; Library Materials; *Library Planning; *Needs Assessment; Organizational Objectives; Physical Environment; *Preservation; Research Libraries; Research Methodology
IDENTIFIERS- Association of Research Libraries; *Library Materials Conservation

This publication is designed as a guide for libraries that have elected to undertake a formal study of preservation needs in preparation for planning and implementing programs to meet those needs. The manual is divided into four sections. The first section (Chapters 1-2) provides an overview and orients the reader to the planning process. The next section (Chapters 3-4) covers the start-up of the preservation planning process and the tasks to be accomplished during Phase I of the study. The third section (Chapters 5-10) discusses the more detailed investigations to be carried out during Phase II of the study and describes in-depth investigation of needs in the areas of environmental control, physical condition of the collections, organization of operation preservation units, disaster preparedness, staff and user education, and fundraising for preservation. In libraries where a more limited approach is preferred, the program can be adapted by selecting from among these areas. The last section (Chapter 11) focuses on Phase III of the study, the preparation of the preservation plan. The manual also brings together a variety of checklists, outlines, and samples that help to guide investigations and analysis. Association for Research Libraries members who have used the publication in carrying out their own preservation planning are listed in the front of the publication. (Contains 25 references.) (KRN)

ED 365 327 IR 054 774

implementation of these and selected national recommendations is outlined in detail. Some of the topics in the Governor's Conference recommendations include funding for public libraries; library networks and networking; national information standards; federal support and funding of preservation activities; access to government information; fees for library and information services; education and continuing education of library and information professionals; long range planning; provision of library and information service to special population groups; ensuring the existence of adequate library services for children and young adults; public awareness of libraries, their role and services, and the value of information they provide; and the adequacy of library facilities. The delegates to the WHCLIS are listed with their biographies. The appendices include the names of committee members and other participants. (JLB)

ED 365 346 IR 054 801

Harvey, Diane, Ed.; Leighton, Lallie Dawson, Ed.
Charting the Future: Research Libraries Prepare for the 21st Century. Minutes of the Meeting (121st, Arlington, Virginia, October 21-23, 1992).
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Affirmative Action; *Conferences; Copyrights; Cultural Differences; Fair Use (Copyrights); Higher Education; Information Networks; Intellectual Property; Interdisciplinary Approach; Leadership; *Library Associations; Minority Groups; Organizational Change; Recruitment; *Research Libraries; Telecommunications; User Needs (Information)
IDENTIFIERS- *Association of Research Libraries; National Research and Education Network

The first program session, "Exercising Fair Use Rights in the '90s and Beyond," addressed the exercise of fair use rights, focusing on intellectual property management with special emphasis on the rights and perspectives of users, librarians, and educational institutions. The second session, "Organizational Change and Leadership," dealt with leadership and change. The next session, "Meeting the Challenges of a Culturally Diverse Environment," examined academic and research library responses to the challenge of a culturally diverse society and focused on effective initiatives being undertaken by academic and research libraries and the higher education community to bring under-represented minorities into the workplace. The final session, "Meeting User Requirements for Multi-Disciplinary Research," addressed the needs of scholars engaged in multi-disciplinary research. A report on ARL's activities, an attendance list, and an ARL membership list are appended. (JLB)

ED 365 347 IR 054 803

Baker, Betsy, Ed.; Litzinger, Mary Ellen, Ed.
The Evolving Educational Mission of the Library.
PUB DATE- 92
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Colleges; Community Health Services; Curriculum Development; *Educational Gerontology; Faculty Development; Institutional Cooperation; Long Term Care; *Nursing Education; *Nursing Homes; Practical Nursing; Program Improvement; Two Year Colleges; Vocational Education; Workshops
IDENTIFIERS- Shoreline Community College WA

This document features four annual reports from 1988-89 to 1991-92 on a community college-nursing home partnership project undertaken by Shoreline Community College (SCC), in Washington. Each report provides a brief summary of the project and describes actions undertaken to achieve the following project objectives: (1) the establishment of mechanisms to foster communication between SCC, nursing homes, and elder care centers to improve the quality of patient care; (2) the organization of faculty development activities that stimulate interest in gerontological caregiving careers; (3) the analysis of SCC's current curriculum to identify changes required to enhance program emphasis on gerontology; (4) the implementation of experiences designed to encourage graduate interest in gerontology; (5) the evaluation all project activities; and (6) reporting the evaluation of project processes and outcomes. The first report covers the project's second year (July 1, 1988-June 30,1989) and includes 12 appendixes providing information on project workshops and staff training sessions, evaluation forms for workshops and sessions, lists of related instructional films and videos, a preceptor handbook, course descriptions and outlines, and newsletters. The second report chronicles the efforts undertaken in the third year of the grant (July 1, 1989-June 30, 1990), while the final two reports cover efforts undertaken between July 1, 1990-June 30, 1992 when unused funds from the original 3-year grant were expended and in which an emphasis was placed on both nursing home staff and college faculty development. (MAB)

ED 365 366 JC 940 016

MacMaster, Don
Communication and Collaboration: The Role of the Teacher in the Workplace Classroom.
PUB DATE- 17 Sep 93
NOTE- 20p.; Paper presented at the Annual Conference of the State Literacy Resource Center of Central Michigan University (Mt. Pleasant, MI, September 16-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Community Colleges; Course Content; Course Objectives; Diaries; Educational Strategies; *Employee Attitudes; Employer Employee Relationship; *Inplant Programs; Inservice Education; Needs Assessment; *Teaching Methods; Two Year Colleges; *Work Environment

Designed to illustrate the role of the instructor in workplace education, this paper describes the educational strategies employed in a communication and collaboration class given by an Alpena Community College (Michigan) workplace education director at a small automobile parts manufacturing plant. First, the qualities of workplace instructors are discussed, indicating that they need to be flexible since they work in non-academic environments, responsive to company needs, and

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; *College Planning; Community Colleges; *Computer Assisted Testing; Institutional Research; Multicampus Colleges; Participant Satisfaction; Program Effectiveness; Self Evaluation (Groups); *Student Characteristics; Student Development; Student Personnel Services; Tutorial Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Amarillo College TX

A study was undertaken at Amarillo College (AC), in Texas, to evaluate the services offered by the college and generate data to provide a basis for personnel planning, the continuation of programs, and the development of new programs. Computerized surveys were developed to ensure increased efficiency in tabulating results and to standardize the presentation of results, and surveys were distributed to students utilizing college services at the following locations: the main campus on Washington Street; the main campus subareas (i.e., Counseling Center, Adult Students and Women's Services, and Testing Services); and the West Campus. Results of the study included the following: (1) for all the areas surveyed, the average age of students receiving services was just over 35, compared to an average age of 30 for all AC students; (2) the West Campus and the Adult Students and Women's Services served an older population than the Counseling Center and Testing Services; and (3) overall, respondents rated the services they received as 3.5 on a five point scale. While some areas surveyed had a small number of respondents and reliable comparisons could not be made, results were discussed with the staff and led directly to changes in programs, services, and school offerings. Appendixes provide the survey instrument; totaled survey information; recommendations for future surveys; student comments; tables of item analysis, frequency, and scale summary reports; and pre-computerized AC survey instruments. (MAB)

ED 365 383 JC 940 058

Reitz, Nancy; McCuen, Sharon
American River College Beacon Project Student Catalyst Program: Peer Assisted Learning. Annual Report, 1992-93.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 93
NOTE- 27p.; For an earlier report, see ED 355 995.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Comparative Analysis; Grade Point Average; Minority Groups; *Peer Teaching; Program Descriptions; Program Design; Program Evaluation; School Holding Power; Student Attitudes; Student Behavior; *Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Beacon College Projects

American River College's (California) Peer Assisted Learning (PAL) project is a 2-year project initiated in 1992 to improve the retention and performance of minority students and others in math, biology, and chemistry through increased contact and involvement with their peers. PAL involves a cadre of 24 student Learning Assistants (LA's) who have successfully completed targeted math, biology, and chemistry courses and who work with 8 project faculty. The LA's meet with a small group of four to six students for 3 hours each week throughout the

(1) demonstrating the department's use of a continual, internal assessment process; (2) providing department members with a measure of the appropriateness and effectiveness of course content and requirements; and (3) allowing students to identify their best efforts and leave behind a tangible record of their work for later years. The objectives of the portfolio program are presented to continuing and incoming students each fall. Students are also given checklists by which to compare their own portfolios with portfolio requirements. The first major component of the portfolio program is a 50-item, multiple-choice test taken at the beginning of the students' first semester at Shenandoah and again at the completion of the program. The second component consists of written work from every required psychology course, two pieces of non-psychology work, and an audiotape of the students' presentation of their senior thesis statement. This component illustrates the students' gradual accumulation of knowledge about psychology and its methods. Students tend to select their best work from a course, and many rewrite papers before they are placed in the portfolios. (AC)

ED 365 401 JC 940 162

Craft, Donald D.
Improving Learning by Using a Symposium as an Authentic Assessment Technique.
PUB DATE- Mar 93
NOTE- 9p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Conferences; *Cooperative Learning; Program Descriptions; *Psychological Studies; Psychology; *Student Projects; *Student Research; Two Year Colleges; *Two Year College Students; Undergraduate Study
IDENTIFIERS- Wytheville Community College VA

During the academic year, psychology students at Wytheville Community College are exposed to many aspects of psychology and psychological research. After students complete several minor research projects, they undertake a psychology symposium. Students are divided into small groups, and each group presents a research idea to the instructor. When the idea is approved, a formal proposal for a research project, which must have a minimum of 100 subjects, is submitted. After the research is completed and a written report is prepared, a public symposium is held at which each group presents its project and fields questions from the audience. The specific objectives of the symposium are for students to demonstrate their knowledge of various aspects of psychology, to provide students with the opportunity to conduct psychological research with an emphasis on quality and ethics, and to teach students to obtain scientific evidence with an open mind and analyze resulting data and draw appropriate conclusions. In addition, students learn lifetime skills by analyzing group situations, solving problems cooperatively, thinking critically and objectively, organizing their work, seeking help when needed, communicating through writing and public speaking, applying knowledge, and making responsible decisions. A timeline for the psychology symposium is included. (AC) for Elementary and Secondary Education, United States Department of Education; Parker Coble, director of a program for migrant children; the coordinator of, and a parent and a student involved in, Even Start projects; and Sharon Darling, president of the National Center for Family Literacy. Testimony concerned benefits of and problems with the Even Start program. Topics discussed included: (1) services provided to low-income families; (2) use of Head Start and Chapter 1 services by Even Start programs; (3) Even Start services for migrant families; (4) parent involvement in education; and (5) the need to continue growth and expansion of the Even Start Program. Several specific Even Start projects are highlighted. (SM)

ED 365 419 PS 021 736

Peterson, Elaine
Evaluation Report on the Parent Involvement Sessions for the Jefferson Cluster Second Grade Summer School (June 22-July 17, 1992).
PUB DATE- Aug 92
NOTE- 397p.; Some pages in appendix B have been cropped.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum Guides; Grade 2; Instructional Materials; *Language Arts; *Parent Education; *Parent Participation; *Parents as Teachers; Parent School Relationship; *Parent Student Relationship; Primary Education; *Program Evaluation; Summer Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Parent Empowerment; Portland School District OR

Seven Chapter 1 elementary schools in the Jefferson Cluster in Portland (Oregon) Public Schools invited children who had completed second grade to a language arts summer school in 1992. As part of the program, parents were also invited to attend eight sessions on strategies and activities that would strengthen their children's language arts achievement. Morning and evening sessions were conducted at three summer school sites. A parent leader led the sessions at each site and was responsible for recruitment of parents plus the development and delivery of curriculum. Fifty-four parents participated, with close to half of the parents attending four or more of the eight sessions. Telephone and home interviews revealed that the program's strongest effect was that, after attending the sessions, parents were either reading to or with their children more often than before the sessions. Parents also stated that, after the sessions, they were spending more time playing word games with their children than before. Parent Leaders noted the increased link between these parents and the school as another positive outcome. Appendices include the interview questions and the curriculum materials for parent workshops on the following topics: (1) oral language, reading, and writing; (2) the practice of reading books and storytelling; (3) development of auditory and phonic skills; (4) basic concepts and thinking activities; (5) creative activities to develop vocabulary and comprehension; (6) encouragement of writing at home; (7) family word games and activities; and (8) language arts activities for summertime. (TJQ)

ED 365 420 PS 021 762

Fearn, Gloria Wilber

quotes relevant national and provincial laws that apply to preschool education in South Africa. The second part outlines the national government's preschool education policies, as set forth in the 1983 White Paper on the Provision of Education in South Africa, as well as specific national and provincial policies that apply to White, Colored, Indian, and Black preschool education. The third part summarizes national and provincial policies and standards that apply to day care for White, Colored, Indian, and Black children. The fourth and fifth parts outline educare policies and standards in the Black homelands of Bophuthatswana and Swaziland. (MDM)

ED 365 439 PS 021 936

Atmore, Eric
Collaboration for Educare Development: The Participation of Government and NGO's in a Future Early Childhood Educare System in South Africa.
PUB DATE- 30 Jul 92
NOTE- 17p.; For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Day Care; Educational Improvement; *Educational Policy; Foreign Countries; *Government Role; Government School Relationship; *Preschool Education; *Private Agencies
IDENTIFIERS- *South Africa

This paper outlines a plan for the use of the expertise, knowledge, and resources of the many non-governmental organizations (NGOs) that provide preschool and day care services (educare) in South Africa to foster cooperation and collaboration in a time of rapid political change. The paper notes that because of a lack of governmental support for educare, NGOs have attempted to meet the needs of young children and their families through innovative preschool and day care programs and strategies. After listing the inadequacies of the present government's educare policies, the paper discusses the activities and future role of the 23 major NGOs that provide comprehensive preschool education and day care. The formation of an NGO network is advocated, and some of the factors likely to facilitate and inhibit such collaboration are examined. Finally, the future relationship between a fully democratic South African government and NGOs is explored. An appendix lists the 23 major educare NGOs by region. (MDM)

ED 365 440 PS 021 937

Atmore, Eric
Early Childhood Educare Policy: What Does the Educational Renewal Strategy (ERS) Suggest? A National Education Policy Investigation (NEPI) Paper.
PUB DATE- May 91
NOTE- 6p.; For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Educational Improvement; *Educational Policy; *Federal Legislation; Federal Regulation; Foreign Countries; *Government Role; Government School Relationship; *Preschool Education; Racial Factors; School Readiness
IDENTIFIERS- Educare; *South Africa

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Credentials; *Day Care; *Day Care Centers; Early Childhood Education; Evaluation Criteria; Evaluation Methods; Infants; Preschool Education; *Preschool Evaluation; Program Evaluation; Standards; Toddlers
IDENTIFIERS- CDA; *CDA Credential; *Child Development Associate

This booklet outlines the requirements of the Child Development Associate (CDA) credential for caregivers working in center-based infant and toddler day care programs. Part 1 provides an overview of the CDA credentialing system and the various options, settings, standards, and stages of the CDA assessment system. Part 2 explains the eligibility and documentation requirements. Part 3 delineates specific competency standards in the areas of: (1) safety; (2) health; (3) learning environment; (4) physical development; (5) cognitive development; (6) communicative ability; (7) creativity; (8) individual behavior; (9) socialization; (10) guidance; (11) family-school relations; (12) program management; and (13) professionalism. Part 4 contains four appendixes which provide a history of the CDA program, a glossary of CDA terms, advisory eligibility requirements, and council representative eligibility requirements. (MDM)

ED 365 461 PS 022 012

Murphy, Molly A.; And Others
Anxiety and Daycare: Effects on Mothers' and Children's Separation Behaviors.
PUB DATE- Aug 93
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Attitude Change; Childhood Attitudes; Day Care Centers; *Day Care Effects; Mother Attitudes; *Mothers; Parent Child Relationship; Preschool Education; *Separation Anxiety; *Toddlers

A study examined how maternal separation anxiety contributes to the mother's departure actions and how those behaviors affect the child during separation. Subjects were 40 mothers and their toddlers, age 15 to 24 months, who were observed before and during separation. After completing the Maternal Separation Anxiety Questionnaire, mothers were provided with information designed to heighten or diminish their anxiety while departing. Results indicated that mothers separated differently depending on whether or not they used day care centers, but their preparations did not influence children's separation distress. Instead, children's separation distress varied with day care use and mothers' anxiety. Day care center children whose mothers experienced diminished anxiety and alternate care children whose mothers tested with low maternal separation anxiety showed less distress during separation than other children. Results suggest that day care center efforts to lower the anxiety for the departing mother might improve the child's adaptation to separation. (MDM)

ED 365 462 PS 022 013

Wood, R. Michael; Passman, Richard H.

urban jobs. Another board might view such actions as community suicide and attempt to slow outmigration by orienting curricula to rural living and the local job market. Data from High School and Beyond files indicate that 41 percent of rural high school seniors in the base survey had migrated 6 years later, compared to 32 percent of suburban seniors and 24 percent of urban seniors. Analyses examined the effects on outmigration (overall, college attendance, and military enlistment) of school aggregate socioeconomic status, school aggregate academic ability, rural location, school size, isolated location, and the extent of academic and vocational curricular offerings. School size was the most important predictor of both advanced academic and vocational course offerings. However, neither school size nor curricular offerings had any important impact on youth outmigration. In contrast, relatively immutable structural aspects of schools and communities coupled with individual student characteristics seemed the primary determinants of migration. There seems to be little merit in the notion that rural decision makers can affect youth migration by manipulating school curriculum. (SV)

ED 365 480 RC 019 251

Mitchell, Hilary Anne; Mitchell, Maui John
Maori Teachers Who Leave the Classroom.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Career Choice; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Personnel; Indigenous Populations; *Minority Group Teachers; *Teacher Education; *Teacher Persistence; *Teaching Conditions; Teaching Experience
IDENTIFIERS- *Former Teachers; *Maori (People); New Zealand

Interviews with 74 Maori teachers in New Zealand who had resigned from teaching and with 23 other educators examined issues in the retention of Maori teachers. Former Maori teachers are described in terms of: (1) gender and geographical distribution; (2) type of teacher training; (3) colleges of education attended; (4) level of educational attainment; (5) length of teaching career; (6) years since resigning; (7) career history prior to resignation; and (8) current occupation. Former Maori teachers describe their motives for entering and leaving the teaching profession and their experiences in colleges of education, schools, and the education system. They also describe the difficulties faced by many Maori teachers in being Maori in a non-Maori school environment, in being a teacher of Maori language, and in being an advocate of Maori students and their families. Retention issues include the process of applying for teacher training and the teacher training itself, workload, pay and teaching conditions, treatment of Maori children in schools, inability to influence policy and participate in decision making, and other factors affecting Maori teachers. A literature review outlines why teachers leave the profession and factors specific to Maori education. This study concludes that there is a need for Maori teachers, and that addressing the issues might reduce the loss of good teachers from the classroom. Contains 59 references, the interview questions, a list of participants, data tables of results, and related newspaper clippings. (LP)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Disadvantaged; Foreign Countries; *Geographic Isolation; Models; Rural Areas
IDENTIFIERS- Access to Computers; Australia (Tasmania); Information Age; *Isolation (Electronic); *Remoteness

Remoteness has generally been defined in terms of distance from major urban centers, but research suggests that the correlation between distance and remoteness is not necessarily linear. A more reliable determinant of degree of remoteness may involve the concept of resistance, namely the cost, time, and effort related to travel between centers, reinforced by factors of structural and psychological remoteness. A definition of remoteness in terms of a functional relationship between these parameters logically leads to the view that if underlying societal characteristics were to change, so also would the nature of the functional relationship and the associated definition of remoteness. Such a major societal change is the transition from an industrial to a postindustrial information-based society that is presently occurring. The effect of remoteness in an information society may be the creation of distinct classes of people, with maximum power going to those with the skills and money to access information and for whom this information has relevance. Remoteness in this scenario would mean a new form of disadvantage, and some populations would be doubly disadvantaged due to remoteness in both geographic and information space. Two sets of indicators, ranging from simple to analytical, are proposed for measuring remoteness in geographic and information space. (SV)

ED 365 499 RC 019 454

Boylan, Colin; And Others
Retaining Teachers in Rural Schools: Satisfaction, Commitment, and Lifestyles.
PUB DATE- 93
NOTE- 20p.; In: Rural Education Issues: An Australian Perspective. Key Papers Number 3; see RC 019 452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; Life Style; Models; Rural Areas; *Rural Schools; Secondary School Teachers; *Teacher Attitudes; *Teacher Persistence
IDENTIFIERS- *Australia (New South Wales); Teacher Community Relationship

This paper examines attitudes of longtime teachers toward teaching and living in rural communities in New South Wales (Australia). The findings are part of a 2-year study of 1100 teachers with at least 6 years experience in their schools. Over 90 percent of the teachers indicated that they were satisfied with their jobs; about two-thirds indicated fairly high to very high satisfaction. Half cited pupil relationships as their greatest source of satisfaction, while 42 percent considered work related matters their greatest source of dissatisfaction. Almost all respondents expressed commitment to continue teaching; 18 percent said their commitment had increased, while 29 percent said it had decreased. About 74 percent said that they were unlikely or extremely unlikely to leave teaching in the next 5 years. Among those likely to leave, work-related reasons accounted for about two-thirds. About two-thirds of teachers felt that their community appreciated its teachers and was committed to improving rural needed if predictors of change are to be found. (Contains 27 references.) (Author)

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ED 365 518 SE 053 854

Zambo, Ron
Classroom Practices in Mathematical Problem Solving Instruction: Arizona Elementary and Unified School Districts. Survey Results.
PUB DATE- 10 Sep 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Elementary Education; Elementary School Teachers; Manipulative Materials; *Mathematics Instruction; *Problem Solving; School Surveys; Secondary School Teachers; Small Group Instruction; *Teacher Attitudes; *Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- *Arizona

The Arizona Essential Skills states that development of problem-solving ability is the top priority of mathematics education. This study presents results of a survey of 744 K-8 teachers--631 females and 113 males--designed to investigate the current nature of mathematical problem-solving instruction in Arizona K-8 classrooms and the extent to which these practices reflect the National Council of Teachers of Mathematics' recommendations about problem-solving instruction. The results are organized by sections, based on groups of questions on the questionnaire. Each section includes a table of the mean responses by grade level for each item, a brief explanation of the instructional practice that was the focus of each item, and a brief summary of the section results. Section topics include: (1) instructional strategies; (2) sources of word problems; (3) teacher assessment of selected factors in problem solving; (4) usefulness of selected problem-solving strategies; and (5) statements about problem solving. The study concluded that the teachers responding to the survey were in alignment with the current recommendations for mathematics instruction and confident in their problem-solving ability and instruction. (MDH)

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ED 365 519 SE 053 869

Hauge, Sharon K.
Functions and Relations: Some Applications from Database Management for the Teaching of Classroom Mathematics.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; *Database Management Systems; Databases; *Functions (Mathematics); *Mathematical Applications; *Mathematical Models; *Mathematics Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- *Relations (Mathematics)

While functions and relations are important concepts in the teaching of mathematics, research suggests that many students lack an understanding and appreciation of these concepts. The present paper discusses an approach for teaching functions and relations that draws on the use of illustrations from database management. This approach has the advantage of allowing suggests further learning activities for the students. The geometry that underlies the world around us is presented through applications. Contents of the series include points, lines, planes, flatness, sighting a two-dimensional plane through the three-dimensional world, symmetry, angle measurement, intersecting lines, parallel lines, corresponding angles, right angles, perpendicular lines, Pythagorean Theorem, slope, and transformations, among other things. Many experiments and hands-on activities are suggested to help in concept understanding. The tone of both the programs and activities is casual. It is assumed that teachers will "formalize" the plane geometry according to their own methods of teaching. (MPN)

ED 365 539 SE 053 975

Dwyer, Evelyn E.
The Development of an Instrument To Measure the Attitudes of Middle School Mathematics Teachers toward Low Achievers in Mathematics.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Atlanta, GA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Intermediate Grades; Junior High Schools; Likert Scales; *Low Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Questionnaires; Secondary School Teachers; *Teacher Attitudes; *Test Construction; Test Reliability
IDENTIFIERS- *Teacher Attitudes Toward Low Achiev in Math Scale

This study was undertaken to develop and field test an instrument designed to measure attitudes of middle school mathematics teachers toward low achievers in mathematics. Three 15-item subscales designed to measure teacher beliefs, feelings, and intended behaviors toward low achievers in mathematics are contained in the Likert-type scale entitled: Teacher Attitudes Toward Low Achievers in Mathematics Scale (TALAM). The study was carried out in three phases. In Phase 1, comments about low achievers in mathematics were elicited from middle school mathematics teachers, experts in the field, and from related literature. In Phase 2, the validated items were administered to 58 middle school mathematics teachers. The data generated were analyzed to estimate validity and reliability. In Phase 3, the final scale was administered to 128 middle school mathematics teachers. The three scales used in Phase 2 were again found to be internally consistent and stable over a 6-week interval. Overall analysis of data yielded substantial support for the TALAM as a valid and reliable measure of attitudes of middle school mathematics teachers toward low achievers in mathematics. (Author/MDH)

ED 365 540 SE 053 981

Hill, Susan T.; And Others
Undergraduate Origins of Recent Science and Engineering Doctorate Recipients.
PUB DATE- Dec 92
NOTE- 67p.
LANGUAGE- English

"Reconstructing Professionalism: Ideological Struggle in Initial Teacher Education" (J. Furlong); "The Reform of Higher Education" (G. Walford); and "Recovering from a Pyrrhic Victory? Quality, Relevance, and Impact in the Sociology of Education" (R. Dale). (DB)

ED 365 562 SO 022 516

Becker, James
The Growing Role of Japan in International Politics and Economics. Japan Digest.
PUB DATE- 92
NOTE- 4p.; For related digests, see SO 022 517 and SO 022 641.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Economic Impact; Elementary Secondary Education; Foreign Countries; Global Approach; *International Relations; International Studies; *International Trade; Political Influences; Political Issues; *Political Power; Social Studies; *World Affairs
IDENTIFIERS- Global Education; *Japan

With its increasing economic importance throughout the world, Japan has the potential to expand its political influence as well. Generally, however, Japan has been reluctant to use its growing power to influence political affairs both in Asia and in the rest of the world. This digest surveys the factors affecting Japan's role in world affairs, and concludes that the caution and lack of consensus among Japan's political leaders suggests that the impact of Japan's superpower economic status will be constrained by debates and anxieties of both the past and present. A list of nine references is included. This Japan digest is written by an educator for use by teachers to instruct students about Japan, its economy, its international relations, and, particularly, its relations with the United States. The digest is designed to support the upper elementary and secondary school social studies curriculum. (DB)

ED 365 563 SO 022 517

Ellington, Lucien
Japanese-U.S. Economic Relations. Japan Digest.
PUB DATE- 92
NOTE- 4p.; For related digests, see SO 022 516 and SO 022 641.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Developed Nations; *Economic Factors; Economics Education; Elementary Secondary Education; Foreign Countries; *Foreign Policy; Global Approach; *International Relations; *International Trade; Political Influences; Social Studies
IDENTIFIERS- Global Education; *Japan

World War II was the last time when overall U.S.-Japan relations, and the economic relationship in particular, were as bad as appears to be the case in the 1990s. The United States and Japan are, respectively, the two largest economies in the world. The Japanese have the second leading market for U.S. products trailing only Canada. Japan buys more U.S. goods than France, Germany, and Italy combined. The United States is the leading foreign investor in Japan. Japan is the second leading foreign investor behind the British in this country. Given the what is experienced as morally injurious in everyday social events between significant others stems from the human tendency to interpret social cues from one's own vantage point and, given that the meaning attributed to a given social situation is contingent on the role of the interpreter; and (2) an act which is judged to be morally harmful, unfair, or wrong in one context may not appear so in another. In order to test these hypotheses, third and sixth graders were interviewed about everyday moral incidents in which they viewed themselves as having morally injured a friend, parent, sibling, and teacher (perpetrator accounts). They also were asked about incidents in which they viewed themselves as having been morally injured by a friend, parent, sibling, and teacher (victim accounts). As expected, the majority of both perpetrator and victim accounts indicated that the harm experienced by the victim was not judged to be intended by the perpetrator. The attribution of harm varied, however, depending on whether the moral incident was recounted from the perpetrator or victim perspective and the other's specific relation to the subject. Also as expected, many of the subject's perpetrator accounts revealed that subjects unwittingly engaged in acts which they judged as morally unfair in their victim accounts. The educational and theoretical implications of these findings were discussed. (Author)

ED 365 582          SO 023 410

Pardue, David
Alternative Approaches to Contemporary Mayan Cultures. An Annotated Bibliography. Revised.
PUB DATE- Jun 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indian Studies; Annotated Bibliographies; Anthropology; Foreign Countries; Higher Education; Legends
IDENTIFIERS- Guatemala; *Maya (People); Mexico

This document presents a bibliography of works dealing with the modern Maya. The titles listed are intended to complement the many academic studies devoted to the present day Maya. The document is divided into four sections: (1) personal histories, (2) dream analyses, (3) folktales, and (4) pictorial works. Each section is further divided between materials dealing with or originating in Mexico and Guatemala. All of these sources can illustrate cultural traits not usually discussed in traditional anthropological works. As far as possible, the texts listed allow the Mayas to speak for themselves, so that the reader may better understand their society. The items show that certain areas and peoples tend to be favored by researchers, and are continually restudied. The Tzotzil in southern Mexico are an example: they have been extensively documented since a project begun in 1957. Such studies have wider application, however, as such a high degree of homogeneity exists in the Mesoamerican area that, although individual cultures may differ in detail, the overall patterns are similar. The personal histories section lists 10 items dealing with Guatemala and seven from Mexico. The listings on dreams includes two items. The folktales section consists of four entries on Guatemala, and eight on Mexico. Pictorial works are two listings from Guatemala, and four from Mexico. Several items in the pictorial and personal history sections deal with political violence that escalated in Guatemala in the 1980s.

IDENTIFIERS- Historical Landmarks; *Historic Sites

Heritage education is an approach to teaching, rather than an academic discipline or subject area. It draws on history, geography, literature, the arts, architecture, and the social and natural sciences to study the evidence of the past remaining in the natural and built environment, the material culture, written documents, and in community practices and traditions. Educators need to infuse the curriculum they have with the best content on history and culture, including exemplars of the built environment that embody and reflect the values, aspirations, and achievements of our ancestors. There are at least five pitfalls to avoid, if educators would make the most of their opportunities to infuse the best content into the core curriculum. These obstacles are: (1) elitism, (2) extreme pluralism, (3) localism, (4) romanticism, and (5) anti-intellectualism. Elitism is described as an overemphasis on the dominant political and social figures in the past and a corresponding underemphasis on the underside of the history of the ordinary peoples in the collective heritage. Elitism promotes a false sense of cultural uniformity. Extreme pluralism is an overemphasis on diversity that denies any common heritage. Localism is defined as an overriding concern with the history and culture of particular places to the neglect of the larger communities within which the local places fit. Romanticism is an indiscriminate and uncritical way of looking at history and culture, ignoring the negatives. Anti-intellectualism is an overemphasis on experiential learning to the exclusion of printed learning materials. (DK)

ED 365 601 SO 023 575

Ediger, Marlow
Interest, Social Studies, and the Emerging Adolescent.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Art Activities; Cartography; Elementary School Students; Foreign Countries; Geography Instruction; History Instruction; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Activities; Maps; Middle Eastern History; Middle Schools; *Preadolescents; Problem Solving; *Social Studies; *Student Interests; *Student Motivation; Student Research; Teaching Methods
IDENTIFIERS- Israel (Jerusalem); Middle School Students

This paper suggests that emerging adolescents in middle schools will do better in social studies if activities are encouraged that develop and maintain student interest. Goal centered, interesting learning opportunities are a must in the social studies curriculum. Middle school students need ample opportunities to engage in problem solving. Lifelike problems chosen by middle school students with teacher guidance emphasize interests of learners in ongoing lessons and units. Questions that might be raised by students after appropriate readiness activities in a unit on the Middle East are provided. Activities that produce learning opportunities through projects done in committees are encouraged. These include: (1) problem solving research in which problems are delineated, data researched, hypotheses formed and tested; (2) construction endeavors in which committees of students create outline and then relief maps of Palestine, a model wall of Old Jerusalem, the Jewish Wailing Wall, Muslim Dome of the Rock, and Christian

Hamp-Lyons, Liz; Prochnow, Sheila
The Difficulties of Difficulty: Prompts in Writing Assessment.
PUB DATE- 91
NOTE- 20p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cues; Difficulty Level; English (Second Language); *Language Tests; *Second Languages; Testing; *Test Items; *Writing Exercises; *Writing Tests
IDENTIFIERS- *Michigan English Language Assessment Battery

This study investigated the effect of writing task topic on learner performance in a second-language writing test, in this case the Michigan English Language Assessment Battery designed to test proficiency in English as a Second Language. The 64 topics or "prompts" used in the test (offered as pairs of options) were categorized according to writing task type (expository/private; expository/public; argumentative/private; argumentative/public; and a combination of two or more of the previous types) and the categories assigned a level of difficulty. Scores received on the test were then correlated with topic difficulty. Contrary to expectation, the mean writing score increased rather than decreased as topic difficulty increased. Implications for test construction and for rater judgment are examined. (MSE)

ED 365 148 FL 021 762

Porter, Don
Affective Factors in the Assessment of Oral Interaction: Gender and Status.
PUB DATE- 91
NOTE- 12p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Interpersonal Relationship; Interrater Reliability; *Interviews; *Language Tests; *Oral Language; Predictor Variables; *Second Languages; *Sex Differences; Social Status; Speech Skills; *Student Attitudes; Student Characteristics; Testing

A discussion of oral language testing looks at the role of student attitudes, student and interviewer gender, and interviewer social status in the reliability of student assessments. Three small-scale studies investigating these factors are described. The first two involved only Arab students. In the first, it was found that students (all male) were generally given higher ratings by male interviewers. In the second, slightly larger study, both male and female students were rated higher by male interviewers. The third study's subjects were of varied cultural backgrounds, and an attempt was made to manipulate the students' perceptions of the immigration flows have brought in new residents who are native speakers of other languages. To accommodate persons who speak languages other than English, changes are being made in school systems, in the workplace, and in health and social support systems. This report is the first to present information about recent changes that have occurred in the composition and characteristics of persons who speak languages other than English in the United States. It discusses trends between 1979 and 1989 in the numbers and demographic and socioeconomic characteristics of non-English language speakers. The report also focuses on the relationship between language usage and progress through school of children 8 to 15 years old and schooling of persons 16 to 24 years old. Appended are a list of data sources and definitions, information on alternate measures of non-English language usage and English language proficiency, information on accuracy of estimates and statistical procedures, and standard error tables. (KM)

ED 365 168 FL 021 909

McCollum, Heather; Russo, Alexander W. W.
Model Strategies in Bilingual Education: Family Literacy and Parent Involvement.
PUB DATE- Mar 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Education; Adult Literacy; *Bilingual Education; Children; Cultural Differences; Educational Objectives; *English (Second Language); Evaluation Methods; Family Involvement; *Family Programs; Immigrants; *Limited English Speaking; *Literacy Education; Models; Native Language Instruction; Parents as Teachers; Program Design; Program Implementation; Second Language Learning; Teaching Methods
IDENTIFIERS- *Family English Literacy

This study reports on nine family literacy projects that focus on families whose primary language is not English. The first six projects fall under the Kenan service model, which sees that children receive more or as many services as adults and is organized around children's needs. These include the Canoncito Family Support/Early Childhood Education project (Lagana, New Mexico); the Family Tree Even Start project (Mesa, Arizona); Healdsburg/Windsor Even Start project (Healdsburg and Windsor, California); Hidalgo Even Start project (Hidalgo, Texas); Refugee Family Literacy Project (Rochester, New York); and Salem Family English Literacy project (Salem, Oregon). The last three projects focus on adults and are referred to as enhanced adult English-as-a-Second-Language family literacy projects. These include the Florida International University Family English Literacy project (Miami, Florida); the Lao Family English Literacy project (St. Paul, Minnesota); and the Newcomer Family Literacy project (Lawrence, Massachusetts). The report highlights the accomplishments and lessons of each project; focuses on cultural and linguistic issues; describes effective approaches for dealing with program components, such as outcomes and evaluation methods; and looks at project design and implementation. One-page profiles highlight key issues and strategies and provide detailed information about each project. Appended are project information, including a list of project contacts, and an assortment of project materials that may provide insights into effective family literacy strategies. (KM) model also evaluates the influence of approach/avoidance as a theoretical construct as well as the influence of particular approach/avoidance factors on academic and social integration. Analysis of the study questionnaire data indicated that: (1) the assumption that psychological theories can be used to enhance understanding of the retention process was supported, (2) psychological and sociological factors accounted for 37.7 percent of the variance in student retention, and (3) institutions can enhance student retention by developing programs that increase appropriate academic and social approach behaviors and reduce avoidance behaviors. An appendix contains a descriptions of the scales used in the study. (Contains 41 references.) (GLR)

ED 365 186 HE 026 866

Adams, Charles S.
The Impact of the European Community on Higher Education in Ireland: A Case Study. ASHE Annual Meeting Paper.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Case Studies; Educational Change; Educational Finance; Educational Trends; Enrollment Influences; Foreign Countries; *Higher Education; International Cooperation; International Programs; Policy Formation; *Political Influences; Postsecondary Education; Qualitative Research; School Policy; Secondary Education; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; European Community; *Ireland

As part of a larger study of the European Community (EC) initiatives and their effect on higher education policies and policy-making in all member countries, this case study examines EC impact on higher education in Ireland. Ireland was chosen as a possible example of how EC will impact higher education as it is one of four countries expected to be net beneficiaries of EC funds. Ireland has already received 5 billion Irish pounds (1989 to 1994) and expects to receive 7.8 billion more between 1994 and 1999. The study used qualitative methods to gather information in interviews with senior government officials, the national higher education governance board, and relevant people at most of the campuses of the national system of higher education. During the decades since the 1950s dramatic increases in the numbers of Irish individuals attending secondary and higher education have occurred especially since joining the EC in 1974. This extraordinary change would not have been possible without EC membership whicn made it financially feasible. In all universities in Ireland there is widespread knowledge of various EC educational programs and participation in these programs has had various impacts. Both direct and indirect effects on curriculum and faculty were found. Overall, there have been changes in funding patterns that have led to the reshaping and recomposition of the entire higher education system. (Contains seven references.) (JB)

ED 365 187 HE 026 867

Arnold, Gordon B.
Institutional Constraints on the Development of Curricular Policy Alternatives. ASHE Annual Meeting Paper.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; *College Faculty; *Employment Patterns; Faculty Integration; Faculty Mobility; Higher Education; Labor Turnover; *Minority Group Teachers; National Surveys; Sex Differences; *Teacher Persistence; Trend Analysis

This research brief examines employment and hiring among full-time minority college faculty over the 10-year period (1981-1991) using data from the biannual faculty surveys of the United States Equal Employment Opportunity Commission. It compares the number of new full-time faculty hires to the actual employment gains in tenure-track and non-tenure track positions. Finally it discusses some major factors in recruiting and retaining minority faculty and suggests ways to increase the number and retention of minority faculty. Highlights include the following: (1) between 1981 and 1991 the number of full-time minority faculty grew from approximately 43,000 to 64,000, a 49 percent increase compared to the overall increase of 11 percent; (2) minority representation among all full-time faculty grew from 9 percent to just over 12 percent with growth in Asian American faculty accounting for more than half this increase; (3) Asian American faculty now outnumber African-American faculty; (4) the increase in the number of male faculty of color far out-paced the increases for women faculty of color; and (5) a lack of supportive academic environment was found to be an important factor in not retaining faculty of color. The brief also describes 10 key resources and publications for minority faculty. (Contains a 13-item bibliography.) (JB)

ED 365 205 HE 026 996

Uyeki, Eugene
As Others See Us. A Comparison of Japanese and American Fulbrighters.
SPONS. AGENCY- Japan-United States Educational Commission.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Cultural Influences; Ethnicity; Foreign Countries; Higher Education; Identification (Psychology); Intercultural Communication; *International Educational Exchange; Political Attitudes; *Program Attitudes; Racial Attitudes; Sex Differences
IDENTIFIERS- *Fulbright Exchange Program; *Japan; United States

This study examined the experiences and present attitudes of Japanese and American Fulbrighters who went to the United States (U.S.) and Japan during the period 1951-90. The study sought to understand how these graduate students and scholars incorporated education and related experiences in a different society and culture into their own lives. The study used a common questionnaire to which 789 of 1148 Japanese responded and 338 of 683 American participants responded. In addition, personal interviews with 19 selected Japanese Fulbrighters were conducted. A comparable number of Americans also responded to more detailed questions by phone interviews or in writing. The research focused on Fulbright experiences and present views about selected Japan-United States issues. The analysis of responses found that: (1) Japanese who went earlier to the United States were more affected than those who went later; (2)

school graduates and by percentage of degrees awarded. (Contains 13 references.) (GLR)

ED 365 225 HE 027 017

Guidelines for Program Planning and Approval at Washington Public Four-Year Colleges and Universities.
PUB DATE- 23 Sep 92
NOTE- 50p.; For related document, see ED 358 768.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Programs; Colleges; Educational Legislation; *Educational Planning; Governance; Guidelines; Higher Education; *Program Development; Program Evaluation; Program Implementation; *Public Colleges; Universities
IDENTIFIERS- *Washington

The Higher Education Coordinating Board (HECB) of the state of Washington is charged with the responsibility for approval of new degree programs to be offered by public four-year institutions. It is responsible for the review and approval of both on- and off-campus programs, including branch campus offerings. This report offers guidelines and policies concerning program planning and approval for both branch campus and off-campus programs. It also considers service area assignments, and programs specifically within the city of Spokane. It details what types of programs and program changes require an HECB review and what the requirements are for submitting program plans and proposals. Final sections include relevant definitions and an examination of HECB timetables for submitting proposals, the review procedure, the criteria for state review, requirements for program review and implementation, and the HECB timetable for reviews of new programs. An appendix provides a cover sheet for program proposals; the contents of a program proposal; and documentation forms covering the course of study, faculty involved, program size, space/capital requirements, equipment expenditures, administrative/support staff, and summary of program costs. (GLR)

ED 365 226 HE 027 018

Jons, Tom; Mosqueda, Patty
Higher Education Statistics: State of Washington.
PUB DATE- Oct 92
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Degrees (Academic); *Educational Finance; *Enrollment; Ethnic Groups; *Higher Education; Multicampus Colleges; Private Colleges; Public Colleges; *State Aid; State Colleges; State Government; State Universities; Statistical Data; Student Financial Aid; Tuition
IDENTIFIERS- *Washington

This document presents a summary of information and data on Washington's colleges and universities in the areas of enrollment, degrees granted, finance, and branch campuses.

Four tables report on college-going rates for high school graduates in Oklahoma from 1989 to 1993. The report cites the Oklahoma State Department of Education and the Oklahoma State Regents for Higher Education as data sources. The tables report on "Linear College-Going Rates" of those who go directly from Oklahoma high schools to Oklahoma colleges the following year and on "Combined College-Going Rates" which summarizes the overall flow of Oklahoma high school graduates into Oklahoma institutions of higher education. This figure includes students who delayed entry into college as well as students attending directly out of high school. The first table reports college going rates of high school graduates for 1991-92 as well as the linear and combined college-going rates for 1992-93. The second table reports average high school to college-going rates for 1989-90, 1990-91, and 1991-92 high school graduates as well as 1992-93 linear and combined college-going rates. The third table reports high school to college-going rates for 1989-90 high school graduates and the 1990-91 linear and combined rates. The fourth table reports high school to college-going rates for 1990-91 high school graduates and also 1991-92 linear and combined rates. In each table individual high schools are listed by county with data for each school in that county. The average combined rate for the 3 years, 1989-1992, was 68.2 percent. (JB)

ED 365 246 HE 027 038

Salaries in the Oklahoma State System of Higher Education. 1991-1992: Faculty and Selected Administrative Positions.
PUB DATE- May 93
NOTE- 91p.; For 1992-93 data, see HE 027 039.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; College Administration; *College Faculty; Educational Trends; Fringe Benefits; Higher Education; State Colleges; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Oklahoma; Oklahoma State University; University of Oklahoma Health Science Center

This document presents 22 tables reporting on faculty and selected administrative salaries in the Oklahoma State Higher Education System in 1991-92. Tables report on average full-time faculty salaries; average salaries paid 9-10 month full-time faculty; average staff benefits paid 11-12 month full-time faculty; average total compensation paid 9-10 month and 11-12 month full-time faculty; range of salaries for both types of full-time faculty; additional income from extra teaching assignments and approved noninstitutional employments; 11-12 month average salaries of selected administrative positions; University of Oklahoma Health Sciences Center, average salaries paid full-time faculty, 11-12 months and 9-10 months; Oklahoma Geological Survey, averaged full-time faculty for 11-12 months; University of Oklahoma Law Center, average salaries paid full-time faculty 9-10 month equivalent; Oklahoma State University (OSU) college of Veterinary medicine 11-12 month average salaries; OSU Agricultural Experiment Station 11-12 month salaries; OSU Technical Branches 11-12 month average full-time faculty salaries; OSU College of Osteopathic Medicine, average 11-12 month full-time faculty; and average staff benefits paid 9-10 months and 11-12 months full-time faculty. Highlights note that average salary for full-time faculty equated to a 9-10 month basis was $38,125 excluding constituent agencies. This is an increase of 3.3 percent above 1990-91. (JB) an annual survey of the Integrated Postsecondary Education Data System (IPEDS) which gathers data from approximately 10,886 post secondary schools and branches. These institutions include 4-year colleges, 2-year colleges, and less-than-2-year colleges. The tables display the following information: (1) number of institutions by level and control of institutions and by state; (2) number of institutions by level and control or affiliation; (3) number of institutions by control and highest level of offering; (4) number and percent of institutions by control and all levels of offering; (5) number and percent of postsecondary institutions offering selected student services, by level and control of institutions; and (6) averaged institutional charges for tuition and fees and room and board for full-time, full-year students for 1992-93, 1991-92 and 1991-92/1992-93 compared. All tables contain data for the 50 states and the District of Columbia except for the first which includes data on the following outlying areas also: American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. (JB)

ED 365 266 HE 027 059

Report of the Committee To Study Preparation of the Workforce. Item #7.
PUB DATE- 1 Oct 91
NOTE- 31p.; For a related document, see HE 027 060.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Change; *Educational Demand; Educational Improvement; Elementary Secondary Education; Employment Patterns; Higher Education; *Job Training; Labor Force; Labor Needs; *Policy Formation; Population Trends; Supply and Demand
IDENTIFIERS- *Illinois

This report examines workforce preparation in the state of Illinois within the following general areas: (1) the current and future workforce preparation needs of business; (2) higher education's role in relation to the roles of secondary education, business, labor, and government in providing workforce preparation programs; and (3) the effectiveness and responsiveness of colleges in meeting current and future workforce preparation needs. In addition, the report examines results of other studies that addressed workforce preparation, and policy directions developed by the Committee to Study Preparation of the Workforce for improving the preparation of the workforce. Specific topics include discussions of population, industry, and occupational trends; employment supply and demand; public and private sector job training providers; and the K-12 and postsecondary educational systems within the state. In addition, the report examines the challenges facing colleges and universities in seven areas: (1) basic preparation for work; (2) workplace competencies; (3) retraining to improve competitiveness; (4) opportunities in education and employment; (5) educational transitions; (6) linking education and work; and (7) accountability. Appendices list the membership of the Committee to Study Preparation of the Workforce and provide a 40-item bibliography. (GLR)

ED 365 267 HE 027 060

Recommendations of the Committee To Study Preparation of the Workforce. Item #4.

Cooperative Learning; *Educational Technology; *Inservice Teacher Education; Junior High Schools; Junior High School Students; Mentors; Middle Schools; Parent Participation; Staff Development; Teacher Improvement; *Teaching Methods
IDENTIFIERS- Middle School Students; Student Assistants

This practicum was designed to increase middle school students' use of their school's existing technology. The project was implemented in four phases. First, teachers participated in 10 in-service training workshops on the use of technology and collaborative learning as an instructional strategy. During the second and third phases a support/mentor system to help teachers use the technology at the school was offered. A weekly series of technology support meetings was held for teachers, incorporating training with discussion and shared practices. Twenty-five student mentors/aides were trained to assist teachers and students as they used technology in the classroom or the computer lab. Finally, parent workshops were held to share ideas on the use of home technology for educational purposes. Most of the practicum objectives were met or exceeded, including increased student use of technology, increased teacher implementation of technology and collaborative learning, and increased parental understanding of the use of technology. The success of the practicum suggests that the design of the four-phase program is an effective strategy to increase the use of technology in a school. Recommendations and a detailed implementation plan are included. (Contains 48 references.) (Author/KRN)

ED 365 287          IR 016 459

Crumley, William H.
Utilizing Shared Decision Making in Developing a Computer Technology Comprehensive Plan for a Small, Rural, K-12 Campus.
PUB DATE- 93
NOTE- 151p.; Ed.D. Practicum Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Committees; *Computer Assisted Instruction; Computer Literacy; Curriculum Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Literature Reviews; *Long Range Planning; Models; Needs Assessment; *Participative Decision Making; Problems; Questionnaires; Rural Schools; Small Schools
IDENTIFIERS- *Technology Plans

This practicum was designed to utilize a shared decision making (SDM) committee model as a mechanism through which a long-range, comprehensive computer technology plan would be developed for a Jackman (Maine) school system. On-site research coupled with an extensive review of current literature produced a finding that long-range technology education planning had not previously materialized in the school due to the ad hoc fashion in which computer technology had pervaded the curriculum. A committee was established utilizing a shared decision making model. All parties with a vested interest were represented in the process. The sole charge to the committee was the development of a comprehensive computer technology plan. The results of the practicum were positive. A comprehensive computer technology plan, which will guide computer budget preparation and curriculum development, was developed and subsequently accepted. Copies of surveys used in the needs assessment, a project timeline, and the completed comprehensive computer technology plan are appended. (Contains 67

ED 365 306 IR 016 480

Brownstein, Erica M.; And Others
Author Your Own!! Friendlier Software for Your Instructional Power.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Kansas City, MO, April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- technology age classroom; (6) with special needs, such as at risk students, ,Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Comparative Analysis; *Computer Assisted Instruction; Computer Software Development; Computer Software Evaluation; Cost Effectiveness; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Materials; Menu Driven Software; Multimedia Instruction; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Apple Macintosh; Windows (Software)

Applications are now available that allow teachers to create presentations and programs tailored to the exact needs of their students. This paper examines tools that may be used for presentations. Programming environments that may be used to develop computer aided instructional programs are also compared and contrasted. The availability of programs in Microsoft (MS) Windows for the IBM compatible is given. The presentation design options compared include the following: (1) paper and pencil; (2) Aldus Persuasion; (3) MS PowerPoint; (4) HyperCard; (5) Course of Action (Authorware); (6) MS Word; and (7) MacDraw Pro. Features that are compared are learning curve, ability to create outlines, presentation package generation, graphics capabilities, color, speed, performance, availability, options supported, personal preference, and cost. An overall preference is expressed for Authorware for its ease and speed of use. Six figures compare program features. (SLD)

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ED 365 307 IR 016 484

McNeil, Donald R.; And Others
Computer Conferencing Project. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 28 Oct 91
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Colleges; *Computer Assisted Instruction; Conventional Instruction; Cost Effectiveness; Distance Education; *Educational Technology; *Electronic Mail; Futures (of Society); Intermode Differences; Problems; *Teleconferencing; Two Year Colleges
IDENTIFIERS- Montgomery College MD

This report of a 3-year project discusses the results of the testing of computer conferencing and e-mail (electronic mail) at Montgomery College (Maryland) over a period of four semesters. The product was designed to answer the following questions: (1) Could computer conferencing or e-mail increase access? (2) Would the quality of the instruction via e-mail be lower than the quality of traditional instruction? (3) Do

Woodsworth, Anne; Maylone, Theresa
Reinvesting in the Information Job Family: Context, Changes, New Jobs, and Models for Evaluation and Compensation. CAUSE Professional Paper Series, #11.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Colleges; *Computer Centers; Computer Uses in Education; *Employment Patterns; Futures (of Society); Higher Education; Information Scientists; *Information Technology; *Job Analysis; Job Skills; *Library Services; Models; Occupational Surveys; Technological Advancement; Trend Analysis; Values
IDENTIFIERS- Exploratory Studies

In spite of growing uses of information technologies, institutional policies for job classification and compensation in the information fields appear not to be keeping pace with changes in actual job content. The job streams that have been in existence for decades have not been adjusted to take into account the significant alterations occurring at working levels on campuses. Drawing on a study conducted from 1990 to 1992, this paper provides some empirical evidence that points toward the need to create one information job family and some models that point in the direction of the future. The exploratory study analyzed 63 jobs in computing centers and libraries at three selected institutions. The notion that a single job family for academic computing and library jobs is emerging was validated through this study. Also apparent was the need for analytical factors to be selected carefully and adjusted to reflect the values of the institution. Implications of the study are explored. Two appendixes list job evaluation factors and give job descriptions. (Contains 26 references.) (SLD)

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ED 365 328 IR 054 775

The Role of State Library Agencies in the Evolving National Information Network. Proceedings of the Joint Meeting of the Library of Congress Network Advisory Committee and the Chief Officers of State Library Agencies (Washington, D.C., April 27-29, 1992). Network Planning Paper No. 23.
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Databases; *Information Dissemination; Library Development; *Library Networks; *Library Planning; *Library Role; Library Services; Models; Organization; Public Policy; *State Libraries; Telecommunications
IDENTIFIERS- Government Information; *Internet; OCLC

The papers in this proceedings describe similarities and differences in state libraries and examine the state library role in local, regional, and national network development and in the dissemination of information to various client segments. The papers are: (1) "The Commonalities of State Library Agencies" (Barrat Wilkins); (2) "Research/Special Library Model" (Barbara F. Weaver); (3) "Department of Public Instruction Model" (J. Maurice Travillian); (4) "Independent Agency Model" (Richard G. Akeroyd, Jr.); (5) "Executive Branch Model" (Jane Williams); (6) "Statewide Telecommunications

Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Change; *Curriculum Development; Futures (of Society); Higher Education; *Information Literacy; Information Technology; Library Associations; Library Education; *Library Instruction; *Library Role; Library Services; Library Skills; Reference Services; Research Libraries; User Needs (Information); *Users (Information)
IDENTIFIERS- American Library Association; Association of College and Research Libraries

At the 1989 annual meeting of the American Library Association (ALA), the Association of College and Research Libraries (ACRL) used a think tank as a dynamic mechanism for exploring future directions both in the discipline of library user education and for the Bibliographic Instruction (BI) Section of ACRL. Discussion centered on the following issues: primary user groups and how have they changed during the past decade; how the curricular reform movement affects the content of bibliographic instruction programs; the appropriateness of information literacy as a phrase to characterize BI librarians' instructional programs for the upcoming decade; and how professional education programs in library and information science can respond to changes. The four discussion issues suggested necessary change or transition, particularly for BI, but more broadly affecting reference and public service, library missions and goals, and the educational focus of the library and information science profession. The eight papers included in the collection are: (1) "Bridging the Gap between the Think Tanks" (Donald Kenney); (2) "The Think Tank Papers: Are We in the Ball Park?" (Elizabeth Frick); (3) "Changing Users: Bibliographic Instruction for Whom?" (Lizabeth A. Wilson); (4) "The Changing User and the Future of Bibliographic Instruction: A Perspective from the Health Sciences Library" (James Shedlock); (5) "Curriculum Reform: The Role of Academic Libraries" (Maureen Pastine and Linda Wilson); (6) "Information Literacy: One Response to the New Decade" (Hannelore Rader and William Coons); (7) "Education for the Second Generation of Bibliographic Instruction Librarians" (Martha L. Hale); and (8) "The Future of Bibliographic Instruction and Information Literacy for the Academic Librarian" (William Miller). "Educational Roles of Academic Libraries: State of the Art and an Agenda for the Future" (Randall Hensley and Beth Sandore), a summary document from the conference, is appended. (JLB)

ED 365 348 IR 054 804

Humes, Barbara; Lyons, Carol Cameron
Library Literacy Program. Analysis of Funded Projects 1992. Title VI, Library Services and Construction Act.
PUB DATE- Oct 93
NOTE- 71p.; For the 1991 analysis, see ED 357 764.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Adult Reading Programs; Basic Skills; Federal Aid; Federal Legislation; *Federal Programs; *Library Services; *Literacy Education; Public Libraries; State Libraries
IDENTIFIERS- Library Legislation; *Library Services and Construction Act; Office of Educational Research and Improvement

This document examines the types of projects funded by the Library Literacy Program in fiscal year 1992. The variety of creative. Then, the theoretical background to the course developed at the automobile parts plant is provided, indicating that it was designed around the "Principles for Successful Management" by W. Edwards Deming. Following a list of management and worker goals for the course and the objectives developed by the instructor in response, the instructor's log for the eight class periods of the course is provided. The log describes the initial skepticism of the group, the strategies used by the instructor, and students' responses to exercises. Suggestions for quality improvement developed in the course are also provided. Finally, concluding remarks describe the benefits of communication and collaboration in the workplace classroom, including the sense among students that the class is for them when they create the class agenda, the emphasis on process in learning, and the direct applicability of lessons learned to the workplace environment. (ECC)

ED 365 367 JC 940 017

MacMaster, Don
Evaluating Workplace Education Programs.
PUB DATE- 31 Aug 93
NOTE- 10p.; Paper presented at "Establishing Effective Job Training Programs" sponsored by the Michigan Department of Education (Flint, MI, August 31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Computer Attitudes; *Employee Attitudes; *Evaluation Methods; Inplant Programs; *Inservice Education; *Lifelong Learning; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Portfolios (Background Materials); Postsecondary Education; Pretests Posttests; Program Evaluation; *Student Attitudes; Two Year Colleges

The Workplace Project (WPP) at Alpena Community College, in Michigan, uses a range of assessment instruments to measure learner performance in workplace classes. The Test of Adult Basic Education is administered at the beginning of the course to establish a baseline standardized test score, and again at the end of course to measure gains. Also, instructor-designed, criterion-referenced tests are administered at the beginning and end of courses to measure gains related to the course material. A third method is the use of goal/objective inventories completed by learners at the outset of the course and open-ended exit surveys at the end to measure learner perceptions of gains. Student portfolios, or collections of assessment devices, journal entries, and the student's best work, are another method which help students develop self-assessment and critical thinking techniques. A survey conducted by the WPP at the conclusion of its first workplace grant project found that 76% of the project participants reported that the project had encouraged them to continue their education, 42% said that they read and wrote more after participation, and 65% reported salary increases. A second study of the impact of WPP courses at a local business on employees' calculator usage, confidence as workers, worker independence, and confidence as learners also found positive effects on learner outcomes. (ECC)

ED 365 368 JC 940 019

Admission Policy Impact Study, 1993.

semester. Students in the study groups work on class assignments and supplemental materials. The LA's also meet weekly with the course instructors to discuss the progress of the groups and to receive suggestions. The LA's, who are paid for time spent in training, tutoring, and meeting with faculty, undergo 18 hours of training in small group peer-assisted learning. Using focus group interviews, as well as an examination of student grades and retention, the PAL project was evaluated, revealing: (1) 69% of the students receiving tutoring felt the sessions were quite, very, or extremely helpful; (2) grade comparisons revealed that in all but one of the targeted classes, tutored students out-performed non-tutored students; and (3) success rates (percentage of students receiving course grades of A, B, or C) were much higher for tutored students than for non-tutored students. A discussion of focus group results, and the LA tutor training course outline are included. (PAA)

ED 365 384          JC 940 059

Barr, Robert; And Others
Straightening the Pipeline: Helping Students Move More Efficiently and Effectively through the California Community Colleges.
PUB DATE- Nov 93
NOTE- 10p.; Prepared by the Student Progress Task Force.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Ancillary School Services; *College Transfer Students; Community Colleges; *Educational Improvement; *Educational Needs; Educational Policy; School Surveys; Student Development; *Student Personnel Services; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California Community Colleges

In an effort to initiate discussion on how to promote student success in California's community colleges, and to suggest ways to remove barriers to students' educational progress, the Student Progress Task Force (SPTF) of the Community College League of California solicited information from students, faculty, administrators, and trustees. The SPTF gathered information on current strategies to support student progress; new strategies that would help remove barriers without spending more money or sacrificing quality; and resource persons, relevant literature, and programs offering additional ideas. Among the findings and conclusions of the SPTF were the following: (1) strategies to enhance student success fall into the four basic categories of matriculation; instructional support; student support; and tracking, intervention, and follow-up; (2) while a number of efforts to support student success were identified, few of the efforts have been effectively institutionalized and too few students receive the kind of support they require in order to succeed, primarily as a result of insufficient resources; and (3) suggestions from surveyed groups about strategies to improve student progress included improving the consistency of grading standards, providing in-service training to acquaint faculty with student support services available, and developing a better sense of community for students. A list of selected California Community College Fund for Instruction Improvement Projects, resource persons, and print resources; a copy of the SPTF questionnaire; and a list of colleges contacted are included. (PAA)

ED 365 402 JC 940 163

Ruth, Richard
Teaching Introductory Industrial/Organizational Psychology as a Liberal Arts Subject.
PUB DATE- Mar 93
NOTE- 13p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 163.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Course Content; Course Descriptions; Course Objectives; Critical Thinking; Higher Education; *Industrial Psychology; *Interdisciplinary Approach; *Liberal Arts; Observation; Psychological Studies; Role of Education; *Teaching Methods
IDENTIFIERS- University of Virginia

Industrial/Organizational (I/O) psychology emphasizes the ways in which basic psychological science plays out in work and organizational life and is closely related to other disciplines. As such, it has a unique potential to help undergraduates think integratively. I/O psychologists deal with such topics as the role of tests in a diverse society, methods of making work groups functional, and the influence of computerization in society. While these topics can be taught in narrow, highly technical ways, they may also be taught in a way that helps students think broadly and deal with large social questions. At the University of Virginia's Northern Virginia Center, for example, an I/O psychology course is taught using the following strategies: (1) students are asked to write a one-page paper each week, discussing their critical reactions to the readings and class discussions of the previous week's class; (2) case studies are used to help students through the difficulties of digesting technically sophisticated pieces from the practitioner literature; (3) during field trips to work sites, students conduct psychological observations, and also observe observations; (4) a series of extended role-playing exercises are used mid-semester to address such topics as employer-employee relations and the class process itself; and (5) consultation skills and issues are taught through group activities to address such topics as diversity. I/O psychology can be relevant to cross-disciplinary themes such as diversity and rapid sociocultural change and can serve as a pathway to developing generic intellectual skills and an integrated understanding of psychology. (AC)

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ED 365 403 JC 940 164

Dunn, Dana S.
What a Psychologist Learned by Teaching Writing: Improving Technique and Assessment.
PUB DATE- Mar 93
NOTE- 18p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Building the Good School: Participating Parents at Charquin.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Educational Innovation; Elementary Education; Nongraded Instructional Grouping; *Nontraditional Education; *Open Education; *Parent Participation; Parent School Relationship; Program Descriptions; Public Schools; *Whole Language Approach
IDENTIFIERS- *Charquin Program CA; Hayward Unified School District CA; *Mixed Age Groups

Noting the fragile relationship between parent participation and school reform, this book tells the story of the Charquin Program, an alternative public school program in Hayward, California, dedicated to parent participation and notable for its open classroom structure and intensely democratic practice. The introduction relates the history and philosophy of the program, as well as the many changes it has undergone since its founding in 1973. The first section illustrates the typical early morning routine at Charquin by describing the school environment, activities, and staff. The second section provides several examples of parents' contributions to the program. The third section outlines the Charquin curriculum, a whole-language approach to literacy with fewer distinctions among disciplines and more emphasis on the arts than traditionally structured programs. The dynamic, nontraditional nature of the Charquin classroom environment is discussed in the fourth section, and the organization and responsibilities of the Charquin Parent Group, which is the policy-making body of the program, are explained in the fifth section. The sixth section discusses the tradition and development of the familylike character of the Charquin program. The seventh section examines the issues of student assessment and program assessment. The book's final section reflects on the challenges and issues associated with developing alternative programs like Charquin. (TJQ)

ED 365 421 PS 021 773

National Directory of Early Childhood Teacher Preparation Institutions.
PUB DATE- 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Degrees (Academic); *Early Childhood Education; Higher Education; *Institutions; Professional Education; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- CDA; *Child Development Associate

This directory contains a listing of 610 formal education programs in early childhood education and childhood development in 49 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The directory is limited to the following types of institutions that provide postsecondary education in the early childhood and child development area: two- and four-year colleges, technical institutes, and occupationally oriented vocational schools. Each entry contains the following information: (1) institution name, address, and telephone number; (2) contact person; (3) type of institution; (4) specialty area or areas; and (5) an indication of whether the

In May 1990 the Minister of National Education announced an Education Renewal Strategy (ERS) for education in South Africa, developed in conjunction with other governmental departments, to seek short- and medium-term managerial solutions for some of the nation's most pressing educational needs. The ERS advances five major policy recommendations for a future education model: (1) race should not be a factor and equal opportunity should be assured; (2) national unity should be promoted while respect for diversity is ensured; (3) a balance between national regulation and local autonomy should be maintained; (4) the future constitution of South Africa should allow for a decentralized education system unified at the national level, with accountability at both levels; and (5) responsibility for the new model should be shared by national and local government, teacher organizations, parent groups, and other interested parties. In the specific area of early childhood educare, the ERS recommends that distance education should be encouraged through the funding of suitable preschool television and radio programs and the development of instructional video programs to train adults to assist in the early childhood learning environment. It also recommends that a bridge program be developed for children not yet ready for the first year of schooling. (MDM)

ED 365 441 PS 021 938

Atmore, Eric
Apartheid and South Africa's Children.
PUB DATE- May 92
NOTE- 17p.; For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; Basic Skills; Blacks; Child Health; Child Labor; *Children; Child Welfare; *Economic Opportunities; *Educational Policy; Financial Support; Foreign Countries; *International Programs; Literacy; *Mothers; Racial Differences; Self Help Programs; Technical Assistance; Violence
IDENTIFIERS- Community Empowerment; Foreign Aid; *South Africa

The policy of apartheid, until recently one of the dominant aspects of South African society, has caused grievous harm to that nation's non-white population, especially black women and children. Most black children have not grown up in stable, two-parent families due to migrant labor policies and low wages. Housing, health care, nutrition, and educational opportunity in black communities is inferior to that in White areas due to the restrictions imposed on Blacks by apartheid. Black children are also victims of the continuing violence in South Africa and of exploitative labor practices. The international community can help relieve some of these legacies of apartheid by providing funds and other assistance to ensure that: (1) children have adequate health care and nutrition; (2) disadvantaged communities have adequate basic infrastructure and services such as clean water, waste disposal, and schools; (3) disadvantaged South Africans become literate and learn skills to empower and provide for themselves; and (4) public awareness is stimulated to help assist South Africa's children. Investment in the well-being, education, and skills of mothers and children is crucial to economic prosperity, political stability, and development in South Africa. (MDM)

ED 365 442 PS 021 939

What Parents Tell Their Children: More than Words Can Say.
PUB DATE- Aug 93
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Discipline; *Parent Child Relationship; Parents; Responses; *Verbal Communication
IDENTIFIERS- *Parental Control; Vocal Qualities; *Vocal Tone; Voice Qualities; Voice Stress Analysis

Parents often use vocal responses to control their child's behavior; most analyses of vocal controls have only examined the verbal content of those controls. To examine the roles of content and form (pitch, loudness) within vocal controls, 32 parents responded to their child's apparent performance. Parents received information about their child's performance on a computer screen. Each performance message was repeated 12 times, resulting in 60 trials, and the parents' vocal responses were tape-recorded. As expected, the content of parents' responses was logically related to their child's performance. Pitch, loudness, and duration increased as errors and misbehaviors were repeated. Changes in the vocal effector system (fatigue) were eliminated as explanations of the observed results. Results indicated that form is an independent and important component of parents' vocal controls. (Author/MDM)

ED 365 463 PS 022 014

Mardell, Benjamin
"And We Told Wonderful Stories Also": Reflections on a Preschool Language Game To Promote Narrative Development.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Games; *Narration; *Preschool Children; Preschool Education; Problem Solving; Program Evaluation; Puppetry; *Story Telling; Teaching Methods; *Verbal Development
IDENTIFIERS- *Story Telling by Children

Using a teacher-researcher perspective, a study assessed a preschool storytelling program designed to promote children's narrative development. The program included workshops, child-teacher conferences, and adult and child performances. A preschool class of 17 four-year-olds listened to adult-told stories, rehearsed their own stories with a teacher, and then performed their stories before the entire class. In-depth case studies of 4 of the 17 pupils' background, stories, and performances suggested: (1) the importance of establishing a shared focus on problem-solving to further children's narrative ability; (2) the usefulness of adult models of performance in both motivating children's participation and furthering their narrative abilities; and (3) the utility of puppets in furthering preschoolers' storytelling. An appendix explains the coding system used to evaluate the children's stories. Contains 28 references. (MDM)

ED 365 464 PS 022 015

Position Paper on College-Sponsored Child Care Programs.

ED 365 481 RC 019 423

Batey, Anne; Hart-Landsberg, Sylvia
Riding the Wind. Rural Leadership in Science and Mathematics Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; Higher Education; *Master Teachers; *Mathematics Education; Mathematics Teachers; Outdoor Education; Preservice Teacher Education; Rural Education; *Rural Schools; *Science Education; Science Teachers; *Small Schools; Student Teaching; Teacher Recruitment; Teaching Experience
IDENTIFIERS- *Teacher Initiated Activities; United States (Northwest)

This report tells the stories of 44 rural science and mathematics teachers who have been initiating and leading change in their classrooms and communities. Each has participated in the Science and Mathematics Academies for Rural Teachers (SMART), which: (1) recognizes and rewards outstanding science and mathematics teachers in small rural schools in Alaska, Idaho, Montana, Oregon, and Washington; (2) promotes exemplary field experiences for prospective science and mathematics teachers under the direction of these master teachers; and (3) enhances recruitment and induction of novice rural teachers through mentoring. Each chapter in this report discusses a major theme of the SMART program and presents teachers' perspectives on their experiences. Chapter 1 describes the challenges of teaching in rural areas, and the ways SMART teachers meet them. Chapter 2 discusses the need for rural field experiences for prospective teachers and describes SMART solutions: rural-advocacy presentations on campuses and short intensive rural exposure for student teachers. Chapters 3-6 examine teacher initiatives that increased teacher collaboration, collegiality, student mentoring, and community involvement; curriculum improvement efforts; 18 SMART class projects, many of which involved integration of math or science with other curriculum areas; and a variety of outdoor projects related to ecology and environmental protection. Chapter 7 describes efforts to disseminate SMART teachers' creative approaches to other rural teachers in the Pacific Northwest. An appendix includes names and addresses of SMART participants and a topical index of teacher projects. (SV)

ED 365 482 RC 019 424

Kids Explore America's Hispanic Heritage. Westridge Young Writers Workshop. First Edition.
PUB DATE- 92
NOTE- 113p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Artists; Art Products; Childrens Literature; *Cultural Activities; *Cultural Education; Dance; Elementary Education; Folk Culture; Food; *Hispanic American Culture; *Hispanic Americans; Holidays; *Mexican American History;

education. Respondents were split as to whether or not the community viewed its teachers as "local." Asked about the rural lifestyle, respondents generally cited small, caring, safe communities as a good place to raise children but lacking in cultural, health, and higher education facilities. A model for teacher retention is presented, encompassing classroom, school, community, and family factors. (SV)

ED 365 500 RC 019 455

Hughes, Carol
Learning Technology Programs in an Isolated Region: Classroom Applications of Technology.
PUB DATE- 93
NOTE- 15p.; In: Rural Education Issues: An Australian Perspective. Key Papers Number 3; see RC 019 452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computer Literacy; *Computer Uses in Education; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Geographic Isolation; *Information Technology; Postsecondary Education; *Rural Education; Small Schools; Telecommunications
IDENTIFIERS- *Australia (Queensland)

This paper describes computer and distance-education technologies in the South Western Educational Region of Queensland (Australia). The South Western Region is characterized by isolation, small schools, high teacher and principal turnover, teacher and principal inexperience, student mobility, pockets of social and economic deprivation, and many students of aboriginal origin. For the past 2 years, advancements in the region's educational technology has been dominated by the Queensland Department of Education Learning Systems Project. The project encompasses: (1) establishment of business education centers in secondary schools, focusing on use of computers and other modern business technologies; (2) implementation of electronic learning centers in primary and secondary schools; (3) introduction of a practical computer methods course into years 11 and 12; (4) installation and establishment of telelearning sites in remote areas, thereby greatly expanding curriculum options; and (5) extensive professional development for classroom teachers and school communities. Regional initiatives have provided equipment and training related to electronic communication since 1987, supplied facsimile machines to all of the smallest and most isolated schools, and created an integrated program for the repair and maintenance of all computer hardware and accessories. (SV)

ED 365 501 RC 019 456

Sarkees, Michelle D.
Meeting the Needs of At-Risk Learners in Rural Areas: Challenge for the 1990's.
PUB DATE- Aug 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Career Development; Delivery Systems; *Educational Strategies; *Education Work Relationship; Elementary Secondary Education; *High Risk Students; Rural Areas; *Rural Education;

students to undertake projects which will increase their research skills and provides students with an opportunity to become involved in current, up-to-date technology. The paper focuses attention on the relational database model, which is based on ideas inherent in sets, relations, and functions. The paper shows how the abstract mathematical concepts of Cartesian product, relation, function, domain, range, union, intersection, difference, projection, and transitivity enter into this model. A number of concrete examples from database management that can be used in classroom teaching and which can easily be modified to fall within the individual student's repertoire of experience include: career information obtained from The Occupational Outlook Handbook, a beauty salon appointment schedule, missing persons files obtained from the FBI, blood bank information obtained from the Red Cross, and a database in a school counselor's office. (Author/AA)

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ED 365 520 SE 053 887

Trombley, Robert J.; Weiss, David J.
Measurement of Basic Skills in Mathematics.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; *Diagnostic Tests; Higher Education; Mathematics Achievement; Mathematics Education; *Mathematics Skills; Student Evaluation; *Student Placement; *Test Construction; *Vocational Education
IDENTIFIERS- Mathematics Education Research

This paper examines the process of developing a measuring instrument to measure basic skills in mathematics for those students entering post-secondary vocational education programs. The paper is organized around the steps in the process of developing such an instrument. The first section addresses the need to define conceptually the construct of basic mathematical skills. Three meanings of the concept of hierarchical development in mathematics are discussed: (1) a logical sequence, referring to the structure inherent within the topic; (2) a psychological sequence, referring to the order in which a topic can be learned; and (3) an instructional sequence, referring to the order in which a topic is taught. The second section focuses on research on mathematical abilities and the development of models through the use of factor and hierarchical analysis. The third section, on test development, discusses the need for measures of basic skills in mathematics, the limitations on the usefulness of global sources in test development, and alternatives to global measurement for evaluating mathematical learning. The paper concludes that, in order to develop a diagnostic test battery for measuring mathematical ability, the domain structure must be clearly defined, continued research must clarify the nature of mathematical ability, and methods of providing maximal diagnostic capability in a minimal amount of student testing time must be developed. Contains 77 references. (MDH)

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ED 365 521 SE 053 898

Higgins, Karen M.
An Investigation of the Effects on Students' Attitudes, Beliefs, and Abilities in Problem Solving and Mathematics after One Year

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; College Science; Community Colleges; Doctoral Degrees; *Engineering Education; Females; Graduate Study; Higher Education; Minority Groups; Science Education; *Undergraduate Study; *Universities

Because undergraduate education is the foundation for graduate studies, it is important to know where our Nation's science and engineering (S&E) doctorate recipients are receiving their undergraduate training. Specifically, this report addresses the following broad questions: (1) What are the undergraduate origins of S&E doctorate holders? (2) Which educational institutions contribute most to the undergraduate education of recent S&E doctorate recipients? (3) What proportions of S&E doctorate holders earned their baccalaureate at a doctorate granting institution? (4) What roles do the various baccalaureate-origin institutions play in S&E predoctorate education? (5) What role do two-year colleges play in the undergraduate education of persons who later earn an S&E doctorate? and (6) Are the top-ranking baccalaureate institutions of women and racial/ethnic minorities the same as those of men and whites? (PR)

ED 365 541 SE 053 989

Buckbee, Susan J.; And Others
Incredible Edibles: Science You Can Eat!
PUB DATE- 91
NOTE- 62p.; A children's program developed for the National Inventors Hall of Fame Induction Weekend, May 18, 1991, for 200 children, grades 1 through 6.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Science; Elementary School Students; Experiential Learning; Food; *Foods Instruction; Learning Activities; Science Activities; Science Curriculum; *Science Education; Science Experiments; Sensory Experience
IDENTIFIERS- *Hands on Science

This book is designed to be a guide for a hands-on science experience for students in grades 3 through 6. Over 200 students can participate at the same time, moving from one station to another. The activities have been selected to encourage experimentation, creativity, higher-order thinking and fun with science. All activities use multi-modality and multi-sensory approaches. Although the program occurs within a 3-hour time frame, the activities could be used individually and/or expanded or adapted for other educational purposes. The program has been developed to be both teacher-friendly and student-friendly. Section I, Nuts & Bolts, provides advice and steps for running the program. Section II, Sections and Stations, presents information on the following sections and the stations they are composed of: (1) Oobleck, (2) Walk On Eggs, (3) Transportation & Food, (4) Preposterous Properties, (5) Food & the Senses, and (6) Fabulous Fast Food. (PR)

ED 365 542 SE 053 992

West, Shelly L.; And Others
The Effect of the Student Teaching Experience upon Preservice Elementary Teachers' Attitude and Anxiety Involving Science and

high level of economic interaction between the two nations, it behooves educators to separate the rhetoric about U.S.-Japan economic relations from the reality. This digest examines (1) general perceptions on both sides of the Pacific; (2) mistaken beliefs on the part of U.S. citizens and Japanese about the other's economic activities; and (3) the behaviors in each nation's economy that scholars identify as factors that inhibit successful Japan-U.S. economic relations. A list of 10 references is included. This Japan digest is written by an educator for use by teachers to instruct students about Japan and its economy. The digest is designed to support the upper elementary and secondary school social studies curriculum. (DB)

ED 365 564 SO 022 641

Becker, James
Japan's Relations with Its Asian Neighbors. Japan Digest.
PUB DATE- 92
NOTE- 4p.; For related digests, see SO 022 516-517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Asian Studies; Economic Development; Elementary Secondary Education; Foreign Countries; Foreign Policy; Global Approach; *International Relations; International Studies; *International Trade; Political Influences; Political Issues; Politics; Social Studies; *World Affairs
IDENTIFIERS- *Asian Pacific Region; Global Education; *Japan; Pacific Rim

The nations of the Pacific Rim comprise an increasingly important world economic region. Of these countries, Japan is clearly the most powerful and important. While the United States is an important trading partner for Japan, the Japanese are paying increasing attention to the neighboring nations of the Pacific Rim. This digest examines the political and economic factors that influence Japan's relations with its Asian neighbors. The Japanese are in the process of redefining the role their nation plays in world affairs and the role it plays in the Asian regions. It is concluded that, overall, relations between Japan and her Asian neighbors are improving, particularly economic relations. A list of six references is included. This Japan digest is written by an educator for use by teachers to instruct students about Japan and its international relations. The digest is designed to support the upper elementary and secondary school social studies curriculum. (DB)

ED 365 565 SO 022 733

Ballew, Paul; Okma, Bert
A U.S. Which Can Say Yes: A Convergent View of U.S.-Japanese Relations.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Economic Factors; Foreign Countries; Foreign Culture; *Foreign Policy; Futures (of Society); Global Approach; *International Relations; *International Trade;

(DK)

ED 365 583 SO 023 411

Alleman, Janet; Brophy, Jere
College Students' Reports of Learning Activities Experienced in Elementary School Social Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 65p.; An earlier version of this paper was presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Students; Curriculum Research; Educational Objectives; Educational Research; Elementary Education; *Experiential Learning; Higher Education; *Learning Activities; Outcomes of Education; *Social Studies; *Student Attitudes; Thinking Skills

College students reported memorable social studies activities that they had experienced in kindergarten through grade eight by describing both the activities themselves and what they learned from those activities. These memories were coded for subject matter, type of activity, and learning outcomes. The responses reflected the influence of the expanding communities curriculum when viewed across grade levels, but with more history and fewer sociology/communities memories than expected. Learning outcomes ratings varied by activity types, being least favorable for repetitive, low level seatwork and most favorable for activities that involved opportunities for experiential learning or higher order applications. Contains 14 references and 12 tables. (Author/SG)

ED 365 584 SO 023 421

LeTendre, Gerald K.
The Assertive Self: Japanese Middle School Students and Their Educational Decisions.
PUB DATE- Apr 93
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Decision Making; Educational Attainment; *Educational Environment; Educational Research; Foreign Countries; Junior High Schools; Junior High School Students; Middle Schools; *Parent Background; *School Choice; School Organization; *Social Stratification; Student Attitudes; Student Characteristics; Student Motivation; Teacher Influence
IDENTIFIERS- *Japan; Middle School Students

This article reviews the existing anthropological and sociological evidence on school choice and educational stratification in Japan. Traditional linear models developed in the West have given little insight into how stratification processes actually occur. There must be analysis of the institutional linkages and organizational cultures of schools to accurately understand both how educational decisions are made, and how stratification occurs. The data for the study comes from field notes, interviews with teachers, students, and

Church of the Holy Sepulchre; and (3) art activities in which committees work in shifts on producing a mural by using a variety of art media. Interest is a powerful psychological factor in stimulating pupils to learn. To achieve the broad goal of developing interest in teaching-learning situations, middle school students need to achieve meaning in subject matter studied, purposes or reasons for learning, and experience that provides for individual differences. (DK)

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ED 365 602 SO 023 577

Peters, Richard O.
ECO/Social Studies and Community-Centered Learning: The 21st Century Social Studies Curriculum.
PUB DATE- Sep 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Resources; *Community Schools; Curriculum; *Ecology; Elementary Secondary Education; *Experiential Learning; *Global Approach; Instructional Materials; Learning Activities; *Social Studies; Teaching Methods
IDENTIFIERS- Active Learning; *Global Education

This paper discusses the importance of using community resources to supplement classroom instruction in the social studies to enhance the students' comprehension of the importance and immediate application of classroom instruction to the real world. Community resources can be used by classroom teachers in all subject areas, and at all grade levels to: (1) enhance knowledge about the nature and character of the local community, (2) make that which is learned through the schooling process relevant to the daily lives of students, (3) provide opportunities for knowledge and skills development, (4) provide opportunities for knowledge and skills application in real world settings, (5) make learning come alive, interesting, and relevant, as a result of direct exposure and interaction with phenomena, and (6) help students to make connections between that which happens in the classroom and the real world in which they live. In the 21st century, as the day to day lives of people in all nations are influenced by increase cross-cultural links, people will be required to understand and interact with people, cultures, languages, lifestyles, and value systems unlike their own. Students must comprehend the enormity and complexity of the global community. The document discusses when such resources should be used, how they can be used, and how to develop units of study. Areas covered include visual instruction, role playing, artifacts, frame of reference, world of work, and the concept of interlocking communities. The motto of the community centered schools concept is 'Don't replicate, incorporate." (DK)

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ED 365 603 SO 023 610

Niedergang, Mark
The Health Care Crisis in America. Public Talk Series.
PUB DATE- May 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

relative status (high or neutral) of the interviewer. Preliminary results of this study suggest a similar, although less strong, tendency toward higher rating by male interviewers and, more surprising, toward higher ratings when the interviewer is not presented as high-status. Implications of such variables as possible predictors of performance are considered. (MSE)

ED 365 149 FL 021 765

Milanovic, Michael

Materials-Based Tests: How Well Do They Work?

PUB DATE- 91

NOTE- 21p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *English (Second Language); *Instructional Materials; *Language Tests; Second Languages; *Teacher Developed Materials; Teacher Education; Teacher Role; Test Construction; *Test Content; *Testing

It is argued that tests of English as a Second Language based on specific instructional materials, reflecting both real-world and classroom language activities, can satisfy measurement needs and provide interesting psycholinguistic insights. It is also proposed that the potential for mismatch between test and materials can be overcome by several strategies, including: integrating testing programs into institutional life, rather than treating testing as ancillary to learning; using test content that reflects classroom activities and student lives; and active encouragement of teachers' involvement in test writing, including appropriate training. (MSE)

ED 365 150 FL 021 766

Brindley, Geoff

Defining Language Ability: The Criteria for Criteria.

PUB DATE- 91

NOTE- 27p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communicative Competence (Languages); Competency Based Education; *Criterion Referenced Tests; Evaluation Criteria; *Language Aptitude; *Language Proficiency; Language Research; Language Role; *Language Tests; Language Usage; Research Needs; Second Language Learning; *Second Languages; *Standardized Tests; Student Evaluation; Testing

Problems associated with criterion-referenced language testing are discussed in the context of both standardized proficiency testing and classroom assessment. First, different interpretations of criterion-referencing are examined. A range of approaches for defining criteria and performance levels in second language assessment are outlined, and some issues that

ED 365 169 FL 800 705

Wrigley, Heide Spruck
Adult ESL Literacy: Findings from a National Study. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Community Organizations; *English (Second Language); Financial Needs; Immigrants; *Literacy Education; National Surveys; Needs Assessment; Part Time Faculty; Program Administration; *Public Policy; Resource Allocation; Success; Trend Analysis; Volunteers
IDENTIFIERS- ERIC Digests; Family Literacy; Workplace Literacy

A 2-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. Adult ESL literacy learners were found to be varied in terms of literacy backgrounds and experience. Adults who are part of an established immigrant community do much better than those without social networks. Literacy programs themselves are diverse, based in a variety of sites from community colleges to union halls and churches. They may include basic literacy, general ESL, family literacy, workplace literacy, or community-oriented literacy. Successful ESL literacy programs share the features and practices that characterize successful language learning programs, including a curriculum based on needs assessment. Funding, which influences program offerings, comes from federal and state sources, corporations, or foundations. Most ESL literacy programs are dependent on short-term funding, which threatens their stability and continuity. Successful programs have charismatic leaders, but most programs are staffed by part-time teachers or volunteers, and many are experiencing burnout. The tenuous nature of the programs studied makes it clear that administrators, teachers, learners, and other stakeholders must make their voices heard before significant change will take place. Contains 8 references. (LB)

ED 365 170 FL 800 706

Ranard, Donald A.; Pfleger, Margo
Language and Literacy Education for Southeast Asian Refugees. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; *English (Second Language); Government Role; Hmong People; Job Skills; *Language Skills; *Literacy Education; Program Development; Public Policy; *Refugees; Trend Analysis; *Vietnamese People
IDENTIFIERS- *Asia (Southeast); ERIC Digests

The United States has admitted more than 1 million Southeast Asian refugees since 1975. The impact of these refugees on

PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; Church Related Colleges; College Administration; *College Curriculum; *Curriculum Development; *Decision Making; Educational Change; *Educational Policy; *General Education; Group Dynamics; Higher Education; *Policy Formation
IDENTIFIERS- *ASHE Annual Meeting

A study of the college curriculum decision-making process examined the generation of options or alternatives considered as part of a general education curriculum revision in the late 1980s at a major church-affiliated university. This process was examined in the framework of the rational-choice model of human behavior. Data were gathered from a detailed documentary record and retrospective interviews with key individuals. Archival and ethnographic data were then synthesized to produce a picture of the workings of the decision-making group. The study found that the 2-year curriculum revision resulted in a program not very different from its predecessor, and that none of the curricular alternatives considered was dramatically different from the original program. Factors examined closely included the role of departments and existing school structure in curriculum design, the approach taken to cultural diversity, and creation of a new general education governance committee. The study concluded that in all of these cases, the alternatives considered and the net result supported maintenance of the status quo. In addition, the rational-choice model of decision-making was seen as inadequate for analyzing the complexity of the organizational reform process. (Contains 27 references.) (MSE)

ED 365 188 HE 026 869

Dickens, Cynthia Sullivan
Collaboration in the Research and Scholarship of Feminist Women Faculty. ASHE Annual Meeting Paper.
PUB DATE- Nov 93
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Experimenter Characteristics; Faculty College Relationship; *Feminism; Higher Education; Qualitative Research; Researchers; *Research Projects; Scholarship; Teacher Attitudes; *Women Faculty; Womens Studies
IDENTIFIERS- *ASHE Annual Meeting; *Teacher Collaboration

This study used qualitative research to develop a richer description and deeper understanding of the collaborative process among 26 feminist women faculty. The participants were all on the faculty full-time at two research universities in the Midwest and espoused feminism as evidenced by their formal association with women's studies programs. In particular the study asked what role collaboration with other women plays in feminist women faculty's construction of their own scholarly identities. The interviews were semi-structured, following a general interview guide of about 35 open-ended questions.

Americans who went to Japan later were more affected than those who went earlier; (3) both groups agreed on the importance of reforms initiated by the U.S. occupation in facilitating the emergence of the present economically prosperous Japan; and (4) they also agreed that the consensus-oriented, hard-working characteristics of the Japanese were important. The study concludes that these experiences have had major and continuing positive influences on the lives of most all participants. (JB)

ED 365 206 HE 026 997

Aguirre, Adalberto, Jr.; Martinez, Ruben O.
Chicanos in Higher Education: Issues and Dilemmas for the 21st Century. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 4p.; For the report on which this digest is based, see HE 026 998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Access to Education; Civil Rights; College Students; Educationally Disadvantaged; Equal Education; Ethnic Bias; Faculty Integration; Federal Legislation; Federal Programs; *Futures (of Society); *Higher Education; *Mexican Americans; Minority Groups; Spanish Speaking
IDENTIFIERS- Chicano Movement; *Chicanos; Chicano Studies; ERIC Digests; *Hispanic American Students

This monograph digest addresses Chicano participation in higher education to date and pressing issues for increased participation in the 21st century. An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation. Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes. The paper notes very slow improvement for Chicanos in higher education due in part to the small numbers of Chicano students pursuing postsecondary education. A section on how Chicanos relate to higher education considers developments in access and participation beginning in the 1850s in California and including the recent construction of "El Plan de Santa Barbara" in which the Chicano community defined their own aims in higher education. Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status. A section on Chicano representation in higher education finds that Chicano faculty, though persons of extraordinary accomplishment, are marginalized in the academic community. The monograph argues that Chicanos must use educational attainment for social change and acquiring influence for participation in policy-making arenas. (JB)

ED 365 207 HE 026 998

Aguirre, Adalberto, Jr.; Martinez, Ruben O.
Chicanos in Higher Education: Issues and Dilemmas for the 21st Century. ASHE-ERIC Higher Education Report No. 3, 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 125p.

Introductory information explains responsibilities of the Higher Education Coordinating Board, lists and locates Washington's institutions of higher education, describes specific institutions, identifies data sources, and provides relevant definitions. The section on enrollment displays the total number of students in each type of institution. The section on degrees granted presents the total number of each kind of degree: associates; bachelors; masters; doctorates; and first professional degrees. The third section on finance displays dollars appropriated over time for all levels of public education as well as other government functions. Financial information which directly affects individual students is also detailed, including tuition and fees and financial aid received from the state's need grant and work study programs. Information about Washington State's branch campuses include the fall 1990 and 1991 headcount enrollment data, the degree programs approved, and the sites selected for permanent branch campuses. (GLR)

ED 365 227 HE 027 019

Selected Faculty Compensation Issues within the State of Washington. In Response to Chapter 16, Laws of 1991, Section 609(4). A Report.
PUB DATE- Jun 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Compensation (Remuneration); Departments; Elementary Secondary Education; Higher Education; Merit Pay; Promotion (Occupational); Public Colleges; *Salary Wage Differentials; *Teacher Salaries; Universities
IDENTIFIERS- *Washington

This report addresses Washington State's historical and current information regarding salary increments for college faculty, salary disparity among postsecondary institutions and within institutional departments, and performance-based compensation plans for college faculty. Included among the report's findings are the following items: (1) inadequately funded merit systems can result in an inability to provide salary enhancements for faculty; (2) in recent years, funded increments in the K-12 and community college systems, in combination with general salary increases equivalent to those provided the four-year faculty, have provided greater salary increases to these groups compared to faculty at four-year colleges and universities; (3) the range in salaries between professional ranks is being compressed in some academic disciplines, a condition that developed as a result of market demands coupled with unstructured performance based salary systems; and (4) merit increases, a key element in salary flexibility, move individual salaries non-uniformly, but also make it difficult to identify specific factors that contribute to salary compression. Recommendations are provided. Appendices provide the report's statistical tables. (GLR)

ED 365 228 HE 027 020

Sherman, Jane C.
Gender Equity in Higher Education: Report on Self-Studies and Plans.
PUB DATE- Jun 91
NOTE- 150p.; For the 1992 progress report, see HE 207 021.

ED 365 247 HE 027 039

Salaries in the Oklahoma State System of Higher Education. 1992-1993: Faculty and Selected Administrative Positions.
PUB DATE- Aug 93
NOTE- 101p.; for a related document, see HE 027 038.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; College Administration; *College Faculty; Educational Trends; Fringe Benefits; Higher Education; State Colleges; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Oklahoma; Oklahoma State University; University of Oklahoma Health Science Center

This document presents 22 tables reporting on salaries of college faculty and selected administrative positions in the Oklahoma State Higher Education System in 1992-93. Tables report on average full-time faculty salaries; average salaries paid 9-10 month full-time faculty; average staff benefits paid 11-12 month full-time faculty; average total compensation paid 9-10 month and 11-12 month full time faculty; range of salaries for both types of full-time faculty; additional income from extra teaching assignments and approved noninstitutional employments; 11-12 month average salaries of selected administrative positions; University of Oklahoma Health Sciences Center, average salaries paid full-time faculty, 11-12 months and 9-10 months; Oklahoma Geological Survey, averaged full-time faculty for 11-12 months; University of Oklahoma Law Center, average salaries paid full-time faculty 9-10 month equivalent; Oklahoma State University (OSU) college of Veterinary medicine 11-12 month average salaries; OSU Agricultural Experiment Station 11-12 month salaries; OSU Technical Branches 11-12 month average full-time faculty salaries; OSU College of Osteopathic Medicine, average 11-12 month full-time faculty; and average staff benefits paid 9-10 months and 11-12 months full-time faculty. Highlights note average salary increase over the previous year of 1.1 percent. The previous year had seen increases of 3.3 percent. (JB)

ED 365 248 HE 027 040

Faculty Productivity. Report & Recommendations to the Oklahoma State Regents for Higher Education.
PUB DATE- Dec 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Educational Policy; Educational Quality; Governing Boards; Higher Education; *Policy Formation; *Productivity; Statewide Planning; Trustees
IDENTIFIERS- *Oklahoma; Oklahoma State University

A review of Oklahoma higher education faculty productivity at state supported institutions resulted in recommendations to enhance quality while working within policy goals. The review identified faculty workload as the central issue and found that studies consistently show that full-time faculty members work 50 to 65 hours a week with about half to 56 percent of their time spent on instructional activities. The report discusses productivity related issues including effects of the traditional academic reward system which focuses on research achievement over teaching achievement. A study of Oklahoma State University (OSU) faculty productivity found that both the research productivity of regular faculty and instructional

PUB DATE- 26 Nov 91
NOTE- 15p.; For a related document, see HE 027 059.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Adult Education; Costs; Educational Change; *Educational Demand; *Educational Improvement; *Educational Strategies; *Education Work Relationship; Elementary Secondary Education; Higher Education; Job Skills; *Job Training; Labor Force; Long Range Planning; Needs Assessment; Relevance (Education); School Business Relationship; Statewide Planning; Vocational Education
IDENTIFIERS- *Illinois

This report presents recommendations resulting from a study of current and future workforce preparation needs in Illinois. A special committee held 8 meetings and 10 hearings across the state and examined background reports on national and state labor conditions, existing job training services, and public, private, and proprietary education systems (K-12 and higher education). The Committee's investigations and recommendations address seven areas: (1) basic preparation for work, (2) workplace competencies, (3) retraining to improve competitiveness, (4) opportunities in education and employment, (5) educational transitions, (6) linking education and work, and (7) accountability. Fourteen implementation strategies are linked with estimates of needed resources for the remainder of fiscal 1992 and fiscal year 1993. An appendix lists all 38 of the recommendations. (DB)

ED 365 268 HE 027 061

State Support for Illinois Public Universities: Intercollegiate Athletics Programs. Item #3.
PUB DATE- 2 Mar 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Athletics; *Expenditures; Fees; *Financial Support; Higher Education; *Intercollegiate Cooperation; Public Colleges; *State Aid; Tuition
IDENTIFIERS- *Illinois

This report considers the various sources of support for intercollegiate athletics programs at Illinois public universities including direct state appropriations, tuition revenue foregone through student tuition waivers, and athletic fees supported by the Monetary Award Program. It reports that in fiscal year 1992, state support for intercollegiate athletics totalled approximately $12.9 million, including $7.4 million in direct state appropriations, $3.3 million in tuition waivers, and $2.1 million in fees covered by the Monetary Award Program of the Illinois Student Assistance Commission. The report suggests that the elimination of direct state-appropriated support for intercollegiate athletics will allow public universities to reinvest over $7 million per year to higher priority activities. Additionally, Illinois public universities should consider various productivity improvements to assure that they are offering high quality, cost effective intercollegiate athletics programs. Each institution also should examine the relationship of its intercollegiate athletic program to its mission and other institutional needs and priorities. Statistical tables concerning expenditures for intercollegiate athletics constitute much of the report. (GLR) references.) (Author/KRN)

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ED 365 288 IR 016 460

Engler, Kevin P.
Animal-Related Computer Simulation Programs for Use in Education and Research. AWIC Series Number 1.
PUB DATE- Dec 89
NOTE- 58p.; Produced by the Animal Welfare Information Center.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Anatomy; *Animal Husbandry; Animals; Annotated Bibliographies; Biochemistry; *Biological Sciences; Computer Assisted Instruction; *Computer Simulation; Computer Software; *Educational Technology; Elementary Secondary Education; Graduate Study; Guides; Higher Education; High Schools; Medical Education; Pharmacology; Physiology; Professional Education; Research Methodology; Research Needs
IDENTIFIERS- *Computer Models

Computer models have definite limitations regarding the representation of biological systems, but they do have useful applications in reducing the number of animals used to study physiological systems, especially for educational purposes. This guide lists computer models that simulate living systems and can be used to demonstrate physiological, anatomical, pharmacological, and medical concepts. The 48 programs are listed alphabetically and by subject; and an annotated description is given of each, including author, source, price, system requirements, and audience. (SLD)

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ED 365 289 IR 016 461

Abramson, Jeffrey B.
Democratic Designs for Electronic Town Meetings.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.
PUB DATE- Oct 93
NOTE- 39p.; Paper prepared for a Conference on Electronic Town Meetings (Queenstown, MD, October 26-28, 1992). A product of Communications and Society Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; Audience Response; Democracy; Elections; Interactive Video; *Mass Media Effects; Mass Media Role; Media Research; *Political Campaigns; Political Candidates; Presidential Campaigns (United States); *Public Opinion; Sampling; *Technological Advancement; *Telecommunications; *Television
IDENTIFIERS- Electronic Town Meetings

The 1992 presidential campaign put the idea of the electronic town meeting firmly on the political scene, and each of the presidential debates during that campaign experimented with the town meeting format. This paper reviews the tradition of town meeting democracy in the United States and proposes ways to carry that tradition on with the help of modern electronic media. The designs and safeguards proposed were derived through consultation with a group of political leaders, scholars, and industry representatives who convened to discuss a draft paper on the subject prepared by the same author. Problems that have been recognized with regard to the electronic town meeting are those of oversimplification, empowerment, push button democracy (home polling schemes), issues of equality and manipulation, certain disciplines lend themselves more to e-mail instruction than others? (4) What should be the extent of the commitment of faculty and the administration? and (5) Is e-mail cost effective? To investigate these questions, e-mail was used to teach courses entirely via interactive computer and to supplement video courses for more than 100 distance learners. Outcomes were compared with identical traditional classes taught by the same instructors. Results included more interaction between student and faculty, improvement of quality of writing abilities, learning outcomes comparable to traditional classes, and easier access to learning opportunities. The project uncovered major problems in the areas of technical support, training, and marketing. Evaluations, promotional and publicity materials, external dissemination, and comments are appended. Also appended is a summary report from a 1988 conference on technology in higher education and a discussion paper and two case studies from the conference. (TMK)

ED 365 308 IR 016 489

Sparks, Colin, Ed.
New Communication Technologies: A Challenge for Press Freedom. No. 106. Reports and Papers on Mass Communication.
PUB DATE- 15 Nov 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Censorship; *Communications; Democracy; Foreign Countries; *Freedom of Information; Freedom of Speech; *Information Technology; Journalism Education; *Mass Media; Mass Media Role; News Media; Questionnaires; Videotape Cassettes
IDENTIFIERS- Africa (Sub Sahara); Chile; Europe; Ghana; North America; Sweden; Teacher Surveys

This volume enlarges upon questions concerning censorship and self-censorship and provides case studies as well as theoretical reflection on the relationship between new technology and media freedom. The seven essays included in this collection deal with two central contemporary problems of the mass media--freedom and democracy. The papers are: "Exit the Censor, Enter the Regulator" (Leonard R. Sussman); "Impact of New Information and Communication Technologies on Information Diversity in North America and Western Europe" (Nicholas Garnham); "The Impact of Electronic Mass Media in Sweden" (Charly Hulten); "Video-Cassette Recorders in Ghana: Impact on Press Freedom in Sub-Saharan Africa" (S. T. Kwame Boafo); "New Communication Technologies and Information Freedom in Latin America" (Rafael Roncagliolo); "New Communication Technologies and Press Freedom: A Chilean Case Study" (Fernando Reyes Matta); and "The Media as Fourth Estate: A Survey of Journalism Educators' Views" (Colin Sparks and Slavko Splichal). The first three papers are concerned with the larger picture and the larger media; the second three are concerned with the "marginal" rather than the dominant media; and the final paper deals with some of the problems of the media and democracy in terms of their staff and resources. (TMK)

ED 365 309 IR 016 490

Donnan, Peter, Ed.

Development" (Sara A. Parker); (7) "Statewide Database Development" (James B. Johnson, Jr.); (8) "Multitype Library Network Development" (Jean E. Wilkins); (9) "State Libraries and OCLC" (Kate Nevins); (10) "State Libraries and Regional Bibliographic Networks" (Bonnie Juergens); (11) "State Libraries and the Distribution of State Government Databases" (Rodney G. Wagner); (12) "State Libraries and Public Information Policy/Legislation" (Richard M. Cheski); (13) "State Libraries and Service to Private Citizens" (Nancy L. Zussy); (14) "State Libraries and Service to Corporate Sector/Local Governments" (Howard F. McGinn); and (15) "State Libraries and Service to Educational Institutions" (John C. Tyson). Draft recommendations for further study and action are included. A conference background paper, report of business sessions, speaker biographies, meeting agenda, and a paper entitled "The Challenge Offered by the National Research and Education Network" (Clifford A. Lynch) are appended. (KRN)

ED 365 329 IR 054 776

Strategic Plan for Information Systems and Technology, Fiscal Years 1994-1998.
PUB DATE- Jun 93
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Archives; Computer Oriented Programs; Cost Effectiveness; *Federal Government; Information Management; *Information Networks; Information Technology; Long Range Planning; *National Programs; *Policy Formation; Program Development; Public Policy; Shared Resources and Services; Standards; *Strategic Planning
IDENTIFIERS- Life Cycles; *National Archives and Records Administration

The information systems and technology management program of the National Archives and Records Administration (NARA) establishes broad policy guidance and technical standards for information management to ensure that appropriate resource sharing can occur, while providing cost-effective support for mission requirements of program offices. The NARA information systems policy defines two broad automation application areas. The first embraces the concepts and function of life-cycle systems that relate to the appraisal, scheduling, accessioning, description, and physical and intellectual control of federal records or donated historical materials. The second area includes applications not essential to a life-cycle system function, including a number of administrative systems. The initiatives and improvements under development at the NARA are described, and the duties of various offices and administrators are defined. Hardware, software, and communications requirements for NARA activities are discussed. Security requirements, particularly for presidential materials that are not open to public access, are reviewed. This plan updates activities in the previous plan to include resource requirements and schedule changes, but does not make significant changes to the plan itself. The automatic data processing plans for 10 offices under the NARA are presented. Fifteen tables present information on requirements and costs. (SLD)

ED 365 330 IR 054 777

Child, Margaret S., Comp.

literacy activities supported under the Library Services and Construction Act (LSCA) Title VI reflect the diversity of literacy needs in states and communities across the nation. Many factors influence a library's choice of activities for a literacy project, including demographics of the target population, economic base of the community, availability of literacy services, and nature of existing literacy or adult education services. Section I discusses major developments taking place among the LSCA Title VI projects and includes selected examples; Section II discusses characteristics common to most of the LSCA Title VI projects; Section III presents several projects that are using unique approaches to provide literacy services; Section IV provides an exhaustive list of literacy activities culled from all of the projects; Section V lists project activities by state and library; and Section VI is an analysis of fiscal year 1992 applications and grantees and provides statistics on the applications received and funded. (JLB)

ED 365 349 IR 054 805

Grants Awarded to State and Public Libraries To Acquire Foreign Language Materials--Fiscal Year 1993. Library Programs. Announcement.
PUB DATE- Sep 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Cassettes; Computer Software; *Federal Aid; *Foreign Language Books; *Foreign Language Periodicals; *Grants; *Library Collection Development; Library Collections; Library Materials; Library Services; *Public Libraries; State Libraries; Videotape Cassettes

This publication provides one-paragraph descriptions of projects funded by the Office of Educational Research and Improvement of the U.S. Department of Education to state and public libraries under the Foreign Language Materials Acquisition Program, Title V of the Library Services and Construction Act (LSCA). In fiscal year 1993, 104 applications were received and 30 grants (29 to local libraries and one to a state library) totalling one million dollars were made to support the efforts of local libraries in 13 states to develop foreign language materials collections. Thirty percent of the available funding was designated for grants of between $35,000 and $125,000. The rest of the grants ranged from $8,000 to $35,000. Seventeen projects rely exclusively on Spanish language materials; others include Asian, Russian, and multilanguage materials. Grant funds are used for the purchase of books, magazines, newspapers, audio and videocassettes, and computer software. The materials support educational and instructional library programs and services, as well as adult education programs and literacy efforts. They supplement materials available to school-age children and support preschool story hours, enabling parents to read to children in their native languages. They supply current information, particularly through magazines and newspapers, to seniors, adults, young adults, and children across the United States. (KRN)

ED 365 350 IR 054 807

Molnar, John E.
Academic Libraries in Virginia: 1990-1991. Staff Technical Report.

PUB DATE- 23 Sep 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; *Admission Criteria; *College Admission; College Transfer Students; Community Colleges; Comparative Analysis; *Educational Policy; Enrollment; *Enrollment Influences; *Enrollment Trends; Grade Point Average; Higher Education; Selective Admission; Self Evaluation (Groups); State Universities; Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Oklahoma

In 1993, a second annual review was conducted of the 1990 State Regents admission policy for the Oklahoma State System of higher education. The review was intended to assure institutional policy compliance, ascertain the effects of increased admission standards on institutional student profiles, and evaluate whether the ultimate goal of maximizing student success was being achieved. In keeping with the 1990 policy, both the University of Oklahoma (UO) and the Oklahoma State University (OSU) are experiencing a stair-step increase in admission standards. In the fall of 1991, to enter the OSU or UO, a student was required to have a 21 or higher American College Test (ACT) score, or rank in the top 40 percent and have a minimum 3.0 (4-point scale) high school grade point average (GPA). Study findings included the following: (1) from fall 1991 to fall 1992 total enrollment reached 163,988, representing a 2.8% increase, while first-time entering freshman enrollment increased by 4.3% for OSU, 4.1% for UO, and 7.9% for the two-year schools; (2) the comprehensive and regional institutions are not receiving as large a market share of high school graduates as they were six years ago, with two-year institutions absorbing their enrollment losses; (3) among fall 1992 first-time entering freshmen, 58% of those admitted to both comprehensive and regional institutions met all three criteria (ACT, rank, and GPA) for the appropriate tier; (4) systemwide attrition rates declined from fall 1987 to fall 1992; and (5) from 1987 to 1992, minority student enrollment increased from 16.7% to 23.3%. Data tables and study recommendations are included. (PAA)

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ED 365 369 JC 940 021

Anderson, James M., Comp.; Snyder, Tom, Comp.
The Community College Foundation Manual & Guide.
PUB DATE- 93
NOTE- 609p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; Community Colleges; Costs; Donors; Educational Finance; *Foundation Programs; Full State Funding; *Fund Raising; Governing Boards; *Institutional Administration; Institutional Advancement; Organizational Objectives; Organizations (Groups); *Philanthropic Foundations; *Policy Formation; *Private Financial Support; Program Development; School Funds; Two Year Colleges

This collection of resources and information about community

ED 365 385 JC 940 060

Boyer, Nancy
Vietnamese Choice of Majors at Golden West College.
PUB DATE- 11 Aug 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; *Career Choice; Community Colleges; Education Work Relationship; English (Second Language); *Majors (Students); Occupational Aspiration; Outcomes of Education; Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vietnamese People; Vocational Education
IDENTIFIERS- *Golden West College CA

A study was conducted at Golden West College (GWC), in Huntington Beach, California, to investigate the prospective majors and careers chosen by the college's Vietnamese students. Students enrolled in two English-as-a-Second-Language (ESL) courses (N=60) wrote an essay on their ideal job; completed a questionnaire on the importance of different factors in considering a job (e.g., salary, prestige, and nature of work); and participated in formal and informal interviews and a computer-oriented career exploration experience. In addition, enrollment records of 2,160 Vietnamese students attending GWC were examined. Study findings included the following: (1) the largest number of students had not chosen a major yet, with over a third listing their major as general interest and an additional 10% undecided; (2) just under a fourth of the total population reported being in a transfer course; (3) of transfer majors, 27% were studying pre-health, 21% business, 13% biology, 9% computer science, and 4% chemistry; (4) 609 students reported being in a vocational program, with nursing the most popular division, followed by accounting, automotive technology, and business/office administration; (5) the most common reasons given by ESL students for their interest in health care professions were a desire to help people, followed by high salaries, job security, and interest in science; (6) ESL students not in health care, with the exception of three engineering and four education students, were vocational students; (7) over two-thirds of ESL students wanted their families to view their profession as useful; (8) ESL students preferred mental work (67%) to physical work (34%); and (9) ESL students rated as most important job responsibility, gender appropriateness, long-time interest in the profession, salary, and job security. (MAB)

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ED 365 386 JC 940 063

Affirmative Action Report, 1992.
PUB DATE- Jan 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Community Colleges; *Employment Statistics; Enrollment; Enrollment Trends; Ethnic Distribution; *Minority Groups; Personnel Selection; Professional Personnel; Promotion (Occupational); Racial Composition; *School Demography; *Student Characteristics; *Teacher Characteristics; Two Year Colleges

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Cooperative Learning; Higher Education; Peer
Evaluation; *Psychology; Student Evaluation; *Teaching Methods;
*Team Teaching; Undergraduate Study; *Writing Assignments;
*Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Freewriting; Moravian College PA

At Moravian College, the Communication course is an interdisciplinary introduction to the writing process, designed to help freshmen develop strategies for solving problems at each stage of writing. The course is unique in that it is not meant to be taught exclusively by members of the English department and is taught in close alliance with another course in the core curriculum. Students are required to write regularly, using techniques including freewriting, focused freewriting, descriptive responding, and descriptive outlines. Other instructional techniques include small group work and peer tutoring. Students' writing is assessed by both the English and non-English instructors, and informally evaluated by their peers. These instructional and assessment techniques are also appropriate for undergraduate psychology courses. For example, freewriting is a way of teaching students to generate ideas for course papers and an effective means of promoting class discussions. Students enrolled in introductory and intermediate level psychology classes can benefit from sharing papers and research ideas and from subsequent peer commentary. While most psychology professors favor holistic grading on writing assignments in lieu of detailed comments, it is important to provide comments on both style and content that give the writer direction for his/her future work. Undergraduate students must learn that writing is not a mechanical end in itself, but a process dependent upon related skills. (AC)

ED 365 404 JC 940 165

Zaremba, Stacy Beth; Schultz, Matthew T.
An Analysis of Traditional Classroom Assessment Techniques and a
Discussion of Alternative Methods of Assessment.
PUB DATE- Mar 93
NOTE- 13p.; In: Teaching of Psychology: Ideas and Innovations.
Proceedings of the Annual Conference on Undergraduate Teaching
of Psychology (7th, Ellenville, New York, March 24-26, 1993);
see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Cooperative Learning; *Evaluation Methods; Multiple
Choice Tests; Psychology; Public Speaking; *Standardized Tests;
*Student Evaluation; *Student Journals; Student Projects;
*Testing Problems

From primary grades, students are exposed to both standardized and classroom tests. While teacher-made classroom tests may contain multiple choice, constructed response, or essay items, standardized tests, on the other hand, primarily rely on the multiple-choice format. Standardized tests are easy and inexpensive to administer and score, amenable to item analysis, and adaptable to various subject domains. They are criticized, however, for encouraging superficial learning, allowing students to get correct answers by guessing, and their susceptibility to coaching and test wiseness. Responses to such criticisms and resulting changes in standardized testing institution offers the Child Development Associate (CDA) program. The appendix contains a listing of the institutions which have indicated interest in offering seminar instruction during Phase II of the CDA Professional Preparation Program. (SM)

ED 365 422 PS 021 788

Koralek, Derry G.; And Others
The What, Why, and How of High-Quality Early Childhood Education: A Guide for On-Site Supervision.
PUB DATE- Aug 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Caregivers; Childhood Needs; *Day Care; Day Care Centers; Developmental Stages; Early Childhood Education; *Family Day Care; Inservice Teacher Education; *Preschool Teachers; *Professional Development; Program Development; *Program Evaluation; Teacher Improvement
IDENTIFIERS- Age Appropriateness; *Developmentally Appropriate Programs

Noting that teachers and caregivers need an understanding of the fundamentals of developmentally appropriate practices in order to implement programs that meet the needs of young children, this guide serves as a practical tool for staff trainers and supervisors in early childhood education. It addresses four specific groups of early childhood professionals: caregivers of infants in center-based settings, caregivers of toddlers in center-based settings, teachers of preschoolers in center-based settings, and providers who care for infants, toddlers, preschoolers, and school-age children in family child care homes. Chapter 1 discusses seven indicators of a quality program and lists criteria of an appropriate curriculum. Chapters 2 through 5 are devoted to infants, toddlers, preschoolers, and family child care, respectively. Each of these chapters offers guidance on five components of high-quality care and education: (1) arrangement of the environment to promote positive behavior and learning; (2) selection and display of learning materials that address children's developmental needs and reflect their interests; (3) daily schedules and routines designed to respond to children's developmental needs; (4) daily programs of activities and opportunities that promote children's learning and growth; and (5) supportive interactions in which adults respond to children, guide their behavior, and promote social development. Each chapter includes a list of resources. (TJQ)

ED 365 423 PS 021 794

Guide to Parent Involvement Resources.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Family Involvement; *Family Programs; Higher Education; *Organizations (Groups); *Parent Participation; *Parent School Relationship; Program Descriptions; Resources

Atmore, Eric
Empowering Communities.
PUB DATE- 22 Sep 90
NOTE- 7p.; Paper prepared for the SAAECE Training Forum (September 22, 1990). For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Blacks; Community Programs; Community Responsibility; *Day Care; *Disadvantaged; Educational Needs; Financial Support; Foreign Countries; Preschool Education; *Self Help Programs; Technical Assistance
IDENTIFIERS- *Community Empowerment; *South Africa

Since most black communities in South Africa have been made powerless because of race and poverty, there is a pressing need to empower the individuals of such communities to take charge of their own destinies, especially in the area of early childhood education and care (educare). Current educare projects are often completely or partially controlled by organizations or people outside of the community. Individuals or groups involved in educare and educational reform can best help local communities not by telling them what to do, but by empowering the community to make its own decisions by providing them with reliable information and support. With appropriate training and support, the South African poor can provide their own educare services. It is only through the empowerment of the disadvantaged that disadvantage itself can be overcome. (MDM)

ED 365 443 PS 021 940

Atmore, Eric
Preschool Educare in South Africa. Fact Sheet.
PUB DATE- Aug 92
NOTE- 5p.; Paper prepared as supporting information for paper, "Growing Up in a Changing South Africa," presented by J. Rickards at the World Congress of the Organisation Mondiale pour l'Education Prescholaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992). For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apartheid; *Child Health; *Child Welfare; *Day Care; Foreign Countries; Infant Mortality; *Poverty; *Preschool Education; Racial Differences; *Statistical Data; Teacher Education
IDENTIFIERS- Educare; *South Africa

This fact sheet presents information about the educare situation in South Africa to illustrate the glaring disparities between the races, until recently officially classified as White, Indian, Colored, and Black. These statistics delineate: (1) the under-6 population by race, geographic, and economic background; (2) costs, fees, and teacher-to-pupil ratios among the racial groups; (3) governmental subsidies for welfare and education by race; (4) infant mortality, stunted growth, and underweight rates for the under-6 population by race; and (5) the number of trained preschool staff by race, along with teacher-to-pupil ratios. (MDM)

ED 365 444 PS 021 941

PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; *Day Care; Early Childhood Education; *Employer Supported Day Care; Financial Support; Higher Education; Program Design; School Community Relationship; *Universities
IDENTIFIERS- Developmentally Appropriate Programs

Universities must be prepared to provide quality child care not only to accommodate their changing student population, but also to help attract and retain competent and dedicated employees. Campus child care programs should be: (1) models to the community, to early education specialists, to parents, and to policymakers; (2) an integral part of the higher education institution; (3) responsible and fair employers; (4) intended to demonstrate professionalism; (5) developmentally appropriate; (6) financially responsible and accountable; and (7) financially supported by the sponsoring institution. (MDM)

ED 365 465 PS 022 016

Nicoll, Barbara
Critical Thinking: Developing a Critical Thinking Environment for Child Development Students.
PUB DATE- 12 Nov 93
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development Specialists; *Classroom Environment; Classroom Techniques; Cognitive Processes; *Critical Thinking; Early Childhood Education; Higher Education; Metacognition; *Preservice Teacher Education; *Teaching Methods
IDENTIFIERS- Active Learning

Critical thinking (CT) teaching strategies are an effective way for teacher educators, especially those of child development students, to help students understand the individual nature of the learning process, the need for dialogue and interaction, and the need for students to be able to apply theory to practice. CT involves the ability to use what one knows about the world, including feelings and intuition, to evaluate the quality of conclusions. CT strategies include aspects of active learning, but with greater expectations. Students are expected to use their available metacognitive abilities to analyze their own performance, and evaluate and make use of their own abilities and talents as well as the abilities and talents of other students. Appendixes provide a list of differences between active learning and CT, an example of a CT individual group activity, and an example of a CT cooperative group activity. (MDM)

ED 365 466 PS 022 026

Rubin, Kenneth H., Ed.; Asendorpf, Jens B., Ed.

Mexican Americans; *Student Developed Materials; Student Publications
IDENTIFIERS- Westridge Young Writers Workshop

This book was written by 82 students in grades 3-7 at Westridge Elementary School (Littleton, Colorado) during a summer enrichment class. The book was written for anyone who wants to learn about Hispanic culture and heritage. Chapter 1 gives an overview of Hispanic history, beginning in the 1400s. This chapter discusses the ancestors of Hispanic peoples, Spanish takeover of land in the New World, effects on Mexico when the United States became a country, individuals who fought for Hispanic rights, and famous Hispanic relatives of the student writers. Chapter 2 describes festivals common to Hispanic culture, traditional Hispanic food including recipes, and traditional Hispanic dances. Chapter 3 discusses the careers of five Hispanic artists and describes traditional Hispanic art forms including retablos, santos, and folk art. This chapter also includes directions for making pinatas, molas, and luminarias. The fourth chapter discusses common Hispanic sayings, jokes, and riddles that have been passed down from generation to generation, and lists words common to both Spanish and English, places in the United States with Spanish names, and easy-to-learn Spanish phrases. Chapter 5 includes five stories common to Hispanic culture. The last chapter presents interviews with Hispanic Americans, who relate the importance of their culture, family traditions, and values. Contains numerous illustrations and photographs, lists of student and teacher participants, and an index. (LP)

ED 365 483 RC 019 426

Sing, David K.
Success Models for Gifted Native Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 8 Nov 93
NOTE- 19p.; Presentation at the Annual Convention of the National Indian Education Association (25th, Mobile, AL, November 8, 1993). Photographs will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Education; *Educational Practices; Elementary School Students; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Hawaiians; Higher Education; *Identification; Program Descriptions; Secondary School Students; Special Education
IDENTIFIERS- *Culture Based Education; *University of Hawaii Hilo

The Center for Gifted and Talented Native Hawaiian Children at the University of Hawaii at Hilo aims to develop culturally appropriate gifted and talented programs and identification procedures for Native Hawaiian children. Every Center program incorporates four elements of the Na Pua No'eau model: talent enhancement, self-esteem development, integration of Hawaiian culture and values, and student and parent support services. Center programs and activities include: (1) Super Enrichment Saturday--half-day, open-enrollment, theme-oriented enrichment programs for K-9 students; (2) a 3-week interdisciplinary, culturally oriented summer program for gifted K-5 students identified during Super Saturdays; (3) 2-week residential summer institutes offering scientific, cultural, and artistic courses to gifted students in grades 6-11; (4) Kamalani children's chorus for talented singers and dancers in grades 4-

Transitional Programs; Vocational Education; *Vocational Evaluation

Approximately 25 percent of the U.S. population is in rural areas and about 10 million students are enrolled in rural schools, comprising 12,000 of the 15,000 schools in the country. Although rural communities and their schools are quite diverse, certain characteristic economic, cultural, and social factors create large numbers of "at-risk" individuals. Barriers to effective programs and services for rural at-risk learners include: (1) lack of exposure to occupational diversity, limiting the career development process; (2) family opposition to moving away, limiting job opportunities; (3) economic barriers to comprehensive career preparation curricula; (4) geographic isolation; (5) high unemployment; (6) lack of adult service providers, making transition difficult; (7) transportation problems; and (8) shortage of qualified staff. On the other hand, rural communities have a number of service-delivery advantages related to school-community intimacy. Vocational programming for rural at-risk students can be improved through recommended strategies for coordinated career development practices, vocational assessment that takes advantage of all available personnel and resources, provision of support services, and provision of programming to facilitate school-to-work transition. The quality of vocational preparation and transition services for at-risk students depends upon the following critical components: curriculum content; instructional delivery; support services; administrative policies; intra- and interagency collaboration; labor market projections; skill acquisition and evaluation; and follow-up activities. (SV)

ED 365 502 RC 019 461

Barker, Bruce O.; Taylor, David R.
An Overview of Distance Learning and Telecommunications in Rural Schools.
PUB DATE- Jul 93
NOTE- 17p.; Paper presented at the Annual Conference of the National Association of Counties (58th, Chicago, IL, July 16-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Databases; *Distance Education; Electronic Mail; Elementary Secondary Education; *Information Networks; Online Systems; *Rural Education; Rural Schools; *Telecommunications
IDENTIFIERS- ERIC; Interactive Television; Internet

Technological developments of the past decade have increased the potential of distance learning and telecommunications to help rural schools overcome disadvantages of remoteness, geographic isolation, lack of specialized staff, and limited program offerings. Classroom-focused distance learning is distance insensitive and involves transmission of a teacher's lessons from a host classroom to multiple receiving classrooms in distant locations. Network-focused distance learning, on the other hand, is both distance and time insensitive and involves use of electronic databases, electronic bulletin boards, or electronic mail. Classroom-focused distance technologies and applications include: (1) electronic field trips; (2) audiographics programs (one-way transmission of computer graphics plus two-way telephone communication); (3) interactive

of a Systematic Approach to the Learning of Problem Solving.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Discovery Learning; Elementary School Students; *Heuristics; Intermediate Grades; Junior High Schools; Junior High School Students; Mathematical Aptitude; Mathematics Achievement; *Mathematics Instruction; *Mathematics Skills; Middle Schools; *Problem Solving; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Middle School Students; Oregon (Lane County)

This study investigated the effects of Oregon's Lane County "Problem Solving in Mathematics" (PSM) materials on middle-school students' attitudes, beliefs, and abilities in problem solving and mathematics. The instructional approach advocated in PSM includes: the direct teaching of five problem-solving skills, weekly challenge problems, and guided discovery lessons. Two 6th-grade teachers and four 7th-grade teachers, and their students, participated in the study. Half of the teachers at each grade level received training in PSM and used the heuristic materials with their students over a 1-year period. The others did not. The study contained both qualitative and quantitative components. Quantitative results indicated that the heuristic students placed less emphasis on the role of memorization and expected their teachers to ask thoughtful questions and not answer questions when the students did not know the answers; believed real mathematics problems could be solved by common sense; and were less dependent on the teacher and the textbook for identifying incorrect answers to mathematical problems. Qualitative results indicated that heuristic students preferred problems that made them think and believed that mathematics was useful, regardless of ability. The study concludes that the process of engaging in mathematical problem solving may positively affect students' attitudes and beliefs. Contains 35 references and the student interview guide. (MDH)

ED 365 522 SE 053 900

Cifarelli, Victor
Representation Processes in Mathematical Problem Solving.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Processes; *Cognitive Structures; *Cognitive Style; College Freshmen; Constructivism (Learning); Higher Education; Interviews; Mathematics Education; Problem Sets; *Problem Solving; *Schemata (Cognition); *Word Problems (Mathematics)
IDENTIFIERS- *Representations (Mathematics)

This study examines the construct of problem representation and the processes used by learners to construct or modify problem representations in problem-solving situations. Students (n=14) from freshman calculus courses at the University of California

Science Teaching.
PUB DATE- Jul 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; Educational Research; Elementary Education; Elementary School Science; Elementary School Teachers; Higher Education; Preservice Teacher Education; *Science Instruction; *Science Teachers; *Student Teachers; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Preservice Teachers

One very important component of elementary science student achievement is the teacher. This paper describes the effect of student teaching on attitude and anxiety toward science and science teaching among preservice elementary student teachers (n=71). Attitude was measured using the Revised Science Attitude Scale. Anxiety was measured using the State-Trait Anxiety Inventory. After comparing pretest and posttests for these instruments, the conclusion was made that there was a significant improvement in attitude towards science and science teaching as well as a decrease in anxiety about science and science teaching. (PR)

ED 365 543 SE 053 995

Tiberghien, Andree
Analysis of Learning in the Case of a Teaching on Heat and Temperature.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the SRCD (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Epistemology; *Heat; High Schools; *Learning Theories; Misconceptions; *Physics; *Science Instruction; *Scientific Concepts; *Temperature

In the domain of research on physics education, results on students' conceptions show difficulties in physics learning. This paper aims to propose theoretical elements to interpret such learning difficulties related to physics teaching in the case of heat and temperature. Sections in this paper include: (1) Introduction; (2) Epistemological analysis of the evolution of physics; (3) The learner's modeling of the physical world; (4) Elaboration of students' knowledge structure; (5) Structure of physics knowledge to be taught; and (6) Evolution of students' knowledge structure with teaching. (PR)

ED 365 544 SE 053 997

Huntsinger, Carol S.; Jose, Paul E.
Ethnic Differences in Mathematics Teaching Styles: Chinese-American and Caucasian-American Mother-Father-Daughter Triads.
PUB DATE- Mar 93
NOTE- 38p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Secondary Education; Social Studies
IDENTIFIERS- *Global Education; *Japan

Jointly authored by an official of the Detroit Branch of the Federal Reserve Bank of Chicago and a Bloomfield Hills Public Schools System (Michigan) school teacher, this document is designed to support the secondary school social studies curriculum in the study of Japan. The volume examines prevailing U.S. views of Japan, Japan's socio-economic comparison with industrial countries, 10 myths supported by the prevailing U.S. view of Japan, the "Grand Pacific" Alliance, and facts that point out the importance of the U.S.-Japanese bilateral relationship, and the need for the United States to address its major policy questions regarding Japan. The U.S. views of Japan usually extend from either convergent or divergent opinions. Convergent opinions view Japan's behavior based less on unique cultural traits and more on reasonable responses to fundamental needs and similar economic patterns. These views encourage closer cooperations among all nations, and place emphasis on harmonizing relations. Divergent opinions view Japan as wholly unique from the West, and advocate a "U.S. First" position along with protectionist measures, or emphasize government intervention, especially in correcting "unfair" trade. The prevailing view of Japan is divergent and interventionistic in nature. This view leads to many misconceptions about Japan, including the misconception that Japan is an unfair trader. These misperceptions may lead to policies that are detrimental to U.S. growth and development long-term. To foster economic development, the United States must have a long-term strategy that emphasizes savings, investment and human capital development, and the opening of markets. Contains 26 references and 25 graphs that portray various demographic and economic data. (Adjunct ERIC Clearinghouse for U.S.-Japan Studies) (EB)

ED 365 566          SO 022 964

Degge, Rogena, M., Ed.
The Journal of Multicultural and Cross-Cultural Research in Art Education, 1983-1990.
PUB DATE- 90
NOTE- 992p.
LANGUAGE- English
EDRS Price- MF07/PC40 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Comparative Education; *Cross Cultural Studies; *Educational Research; Elementary Secondary Education; Foreign Countries; Foreign Culture; Higher Education; *Multicultural Education

This document contains eight volumes of "The Journal of Multicultural and Cross-cultural Research in Art Education." Founded in 1981 by the United States Society for Education through Art, the journal's purpose is to promote a greater understanding of diverse cultures and to explore the role of art in multicultural education. Featured articles discuss areas such as art and social understanding, cultural identity and pride, community art education, themes from children's graphic narratives, contemporary street murals, folk art, stereotypes in art, morality of international art education, and the challenges of teaching art in a multicultural society. Some of the countries and cultures described include Korean-American, Australian, Egyptian, Finnish, Oglala Sioux, Brazilian, Canadian, French Canadian, Kenyan, Japanese, and Tibetan. Issues of race and cultural diversity in the United States and administrators, and a two wave panel survey of both rural and urban third year students who would be the equivalent to 9th graders in the United States. Significant interaction was found among student's gender, parental educational levels, and students' aspirations and attainments during the transition period from middle school to high school. But such data proved insufficient in investigating how ascribed characteristics affect children's decisions. As a result of the field work, the study concluded that middle school teachers systematically have developed and instituted a three year program of motivation and aspiration control. Middle school teachers actively define how students should view their educational decisions and what correct aspirations are. Teachers use motivation techniques that focus children's attention on their family background and economic situation. Students retain a strong sense of autonomy because they accept they do not question the logic of the decision making process. Six diagrams summarizing survey findings by location and five tables of survey results are included. (DK)

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ED 365 585 SO 023 473

The Soviet Successor States and Eastern Europe. Teachers' Guide. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 93
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ethnic Groups; Foreign Countries; Higher Education; *Human Geography; Maps; Nationalism; Physical Divisions (Geographic); *Political Divisions (Geographic); Secondary Education; *Social Change; Social Studies; Teaching Guides
IDENTIFIERS- *Europe (East); Russia; *USSR

This document is a guide to provide teachers and curriculum consultants with an up to date overview of the histories, cultures, and current issues concerning the region of the former Soviet Union and Eastern Europe. It is not intended as an in depth study of the area or people. The guide is divided into two parts. The first discusses the Soviet successor states. The Commonwealth of Independent States (CIS) is treated as a separate entity of the Soviet successor states. Several pages on the organization of the CIS precede the Russian section in which Soviet history is discussed. Next each of the successor states are discussed. These are arranged alphabetically and include Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldava, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. These are followed by a bibliography for Soviet successor states. The second section is Eastern Europe. The countries listed here are Albania, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, and the Slovak Republic. The countries of former Yugoslavia are arranged alphabetically, Bosnia and Hercogovina, Croatia, Macedonia, Slovenia, and Yugoslavia (Serbia and Montenegro), and grouped as South Slaves. A section on Yugoslavia history and South Slav chronology follows. A bibliography for Eastern Europe ends the section. A map precedes the discussion of each country. Each country chapter is individually paginated. The chronologies of each country chapter are taken primarily from the Radio Free Europe and Radio Liberty Research Institute Reports. (DK)

(055)
DESCRIPTORS- Adult Education; *Discussion Groups; Futures (of Society); Government Role; *Group Discussion; *Health Care Costs; *Health Insurance; Leaders Guides; *Problems; Problem Solving; Public Affairs Education; Social Sciences; Study Guides; *Values
IDENTIFIERS- Study Circles

This guide provides a framework for study circles to use in discussing the health care crisis in the United States. The guide begins with a background section that gives an overview of the health care crisis; then it presents a two-part framework for discussion. Part 1 focuses on the ethical issues that underlie any policy decisions. It points out the hard efficiency, equity, justice, freedom from government interference, and individual autonomy. Part 2 focuses on proposed reforms, first by looking at ways in which some states have restructured their health care systems and then by examining three basic approaches for health care reform on the national level. Discussion centers on presenting the strengths and weaknesses of each approach and examining how any of the approaches can satisfy the goals discussed in Part 1. The material is designed for use in 1-2 discussion sessions of 2 hours each. The guide also includes sources of additional information, suggestions for leading this discussion on health care, guidelines for leading a study circle, suggestions for participants, and a follow-up form. (KC)

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ED 365 604 SO 023 611

Niedergang, Mark; McCoy, Martha, Ed.
Homelessness in America: What Should We Do? Public Talk Series.
PUB DATE- Oct 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion Groups; Economically Disadvantaged; *Homeless People; *Housing Needs; Leaders Guides; Poverty; *Public Policy; *Social Responsibility
IDENTIFIERS- *Study Circles

This program guide provides a forum for discussing the different beliefs that influence public policy about homelessness as well as policy goals. The central question is addressed in two parts: (1) what society ought to do for homeless people; and (2) laying out a range of possible answers for part 1. Four possible answers are discussed: help only those unable to work; provide the bare minimum of food and shelter for all; food and shelter are not enough--provide services and training; and ensure that everyone has adequate housing. In addition to an introductory letter, the following program information is included: (1) homelessness in the United States--a framework for discussion; (2) background information on the problem of homelessness; (3) what should be done about homelessness in the United States--ethical considerations and four approaches for dealing with homelessness; (4) supplementary reading; (5) suggestions for leading this discussion; (6) leading a study circle; (7) the role of the participant; (8) follow-up form; and (9) Study Circles Resource Center publications. (NLA)

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ED 365 605 SO 023 629

have arisen in defining and applying these criteria are discussed, including the difficulties of defining the nature of proficiency and the failure of expert judges to agree on criteria. Finally, a discussion is given of research directions that might lead to language assessment criteria that incorporate multiple perspectives on learners' communicative needs and derive from empirical data on second language acquisition, variability in language use, and communicative competence. A 73-item bibliography is included. (MSE)

ED 365 151 FL 021 767

McNamara, T. F.
The Role of Item Response Theory in Language Test Validation.
PUB DATE- 91
NOTE- 21p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations; English for Special Purposes; Foreign Countries; *Item Response Theory; *Language Tests; Listening Comprehension; *Second Languages; Testing; *Test Validity; *Vocational English (Second Language)
IDENTIFIERS- Australia; *Occupational English Test; Partial Credit Model

The role of item response theory (IRT) in determining the validity of second language tests is examined in the case of one specific test, the listening subtest of the Occupational English Test (OET), used in Australia to measure the language skills of non-native English-speaking health professionals. First, the listening subtest is described. Then the debate over the appropriateness of IRT use in language testing research is discussed in some detail, with reference to a number of separate studies. Finally, a study of the use of IRT in validating the OET is reported. The study involved analysis, using the Partial Credit model, of data from 196 candidates taking the test in 1987. It investigated whether it is possible to construct a single measurement dimension of listening ability from data from the subtest's two parts, and if the answer is yes, whether the skills tested in the two parts are essentially the same. Results indicate that the test is indeed unidimensional, and support the use of IRT for such analysis. It is also concluded that the kinds of listening tasks in the two subtest parts represent significantly different tasks in terms of level of ability required to deal successfully with them. (MSE)

ED 365 152 FL 021 770

Brown, James Dean; And Others
Southeast Asian Languages Proficiency Examinations.
PUB DATE- 91
NOTE- 21p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

language and literacy education has been profound; many innovations in adult English-as-a-Second-Language (ESL) education have derived from efforts to meet their language and literacy needs. The first wave of refugees in the mid-1970s included individuals with high levels of education. The debate that began in 1975 continues today: Should refugees receive intensive language and job training before entering the labor force, or should they get jobs right away and study English part-time? A U.S. policy represented a compromise between the two positions, and government programs provided up to 3 years of public assistance including free language education. Literacy was not explicitly taught. The second wave of refugees, including many rural people with little schooling, came in the late 1970s. Their arrival resulted in two major educational developments: the 1980 Overseas Refugee Training Program, and a re-examination of the entire approach to refugee education. Today's Southeast Asian refugees--largely Hmong, an ethnic minority from Laos, and former political prisoners from Vietnam--are arriving at a time of diminishing government support for refugee education and growing pressure for refugees to become employed as soon as possible. Newcomers with more than basic English skills are at a disadvantage, pushed to find jobs and study English part-time. Refugees with higher English skills have difficulty finding an appropriate ESL program. However, programs are adapting to current needs and interests. (LB)

ED 365 171          HE 026 851

Crosson, Patricia H.
Higher Education Policy Formation in the European Community. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Foreign Countries; Futures (of Society); Government School Relationship; *Higher Education; International Cooperation; Interviews; *Policy Formation; *Political Influences; *Politics of Education; Treaties; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *European Community; European Universities

The European Community (EC) is continually increasing its influence in all areas of European society, politically, economically, and now educationally. The future, it is argued, may see the EC as a supra-national policy maker for higher education as significant, as are national governments at the present time. This paper examines the role of the European Community (EC) in policy formation for higher education. Results of formal interviews with EC officials, faculty members, and higher education association representatives are presented, as are examinations of treaties and other formal documents which stipulate the power and authority of the EC. The report is divided into three sections. The first section explains the study's conceptual framework and methods. The second section describes the EC, its programs and activities in the area of higher education. The third section focuses on the question of what is, and what should be, the role of the EC in

Emerging from the participants' narratives were five identity themes: (1) synergy, (2) affirmation, (3) pragmatism, (4) resistance and rebellion, and (5) confirmation and empowerment. The research also suggested that feminist women see collaboration as a way to model and promote feminist values in their scholarship and in the competitive and individualistic culture of the research university. Participants repeatedly expressed the desire to integrate their values and their scholarship by doing research on a topic or using methods which reflect their commitments. A supportive environment may be fostered by ways of collaborating that consciously encourage resistance to hierarchy, exclusion, and exploitation, that encourage creative rebellion, and that lead to a synergy of ideas enlivening scholarship. (Contains 26 references.) (JB)

ED 365 189 HE 026 870

Baxter Magolda, Marcia B.
The Development of Contextual Knowing in Graduate and Professional Education Settings. ASHE Annual Meeting Paper.
PUB DATE- 5 Nov 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Classroom Environment; College Instruction; *Experiential Learning; Graduate Study; Higher Education; *Learning Processes; Learning Strategies; Peer Influence; Personal Narratives; Professional Education; *Student Experience; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

This study reports the development of 25 post-baccalaureate students who participated in a longitudinal study of college students' epistemological development. experiences into the process of knowing. The study interviewed students to evaluate how they arrived at contextual knowing through experiential learning experiences. The experiences described offer specific examples of how to connect knowing to students' experience that could be used in undergraduate and graduate settings to promote contextual knowing. Findings indicated five major themes: (1) students value opportunities to think and explore for themselves, to struggle with ideas, and to formulate and support their own opinions; (2) students are interested in connecting their beliefs with their own lives and identities; (3) learning environments in which students' knowledge and experiences are central facilitate the making of such connections by students; (4) such learning environments are characterized by teachers and students taking on roles as equal partners who mutually respect each other; and (5) peers are also viewed as equal partners whose sharing and exchange of perspectives enhances exploration of what to believe. Student narratives illustrate these themes as well as the interrelationships among them. (Contains 14 references.) (GLR)

ED 365 190 HE 026 871

Pavlich, G. C.; And Others
Developing Priorities and Strategies To Meet the Challenge: Educational Development in Post-Apartheid Universities. ASHE Annual Meeting Paper. Draft.
PUB DATE- Nov 93

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Access to Education; Civil Rights; College Students; Educationally Disadvantaged; Equal Education; Ethnic Bias; Faculty Integration; Federal Legislation; Federal Programs; Futures (of Society); *Higher Education; Hispanic Americans; *Mexican Americans; Minority Groups; *Spanish Speaking
IDENTIFIERS- Chicano Movement; *Chicanos; Chicano Studies; Hispanic American Students

This monograph looks at Chicano participation in higher education to date and pressing issues for increased participation in the 21st century. An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation. Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes. Looking at Chicanos and higher education the monograph notes slow improvement in part due to small numbers of students pursuing postsecondary education. This section also recalls the history of Chicano participation beginning in the 1850s in California and including the recent construction of "El Plan de Santa Barbara." Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status. A section on Chicano representation in higher education finds that faculty, though persons of extraordinary accomplishment, are marginalized in the academic community. Looking ahead the monograph argues that Chicanos must use educational attainment for social change and acquiring influence for participation in policy-making arenas. Contains over 300 references. (JB)

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ED 365 208 HE 026 999

Davis, Neil
The College Hill Chronicles: How the University of Alaska Came of Age.
PUB DATE- 92
NOTE- 627p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- College Presidents; *Educational History; Higher Education; Institutional Characteristics; Institutional Mission; *State Universities
IDENTIFIERS- *Alaska; *University of Alaska Fairbanks

This volume relates the founding and subsequent history of the University of Alaska in Fairbanks. It is written by a retired former student and lifelong faculty member in the geophysics department. Divided into major sections, the first covers the site, early Alaskan history, founding of the school when the focus was on agriculture and mining, the career of Otto Geist (noted paleontologist), research on the Aurora Borealis, and establishment of the Geophysical Institute by President Truman. The second section opens with consideration of the continuing struggle between the new and old guard over the appointment of Terris Moore as President in 1949. The following chapters explore establishment of the "Ice Bowl" a football playoff, development of basic science and graduate programs, and continuing struggles over governance of the Geophysical Institute. Other topics discussed include a failed attempt to

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Admission; College Athletics; Community Colleges; *Compliance (Legal); *Equal Education; *Higher Education; Intercollegiate Cooperation; *Policy Formation; Position Papers; Recreational Programs; *Self Evaluation (Groups); *Sex Discrimination; Sexual Abuse; Sexual Harassment; State Colleges; State Universities; Student Employment; Student Financial Aid
IDENTIFIERS- Central Washington University; Eastern Washington University; Evergreen State College WA; University of Washington; *Washington; Washington State University; Western Washington University

This report summarizes the gender equity self-studies and plans for all six of the public, four-year universities and colleges in the State of Washington, as well as from the 27-member community college system. The evaluation encompassed 10 major areas: (1) the adoption of a nondiscrimination statement; (2) compliance procedures; (3) academic programs and admissions; (4) counseling and the use of appraisal and counseling materials; (5) student employment; (6) financial aid; (7) recreational activities; (8) student services available; (9) policies on sexual harassment, assault, abuse, and rape; and (10) intercollegiate athletics. Sections summarize the individual gender equity studies and plans submitted by each institution. Each section provides an abstract of the individual institutional study, as well as staff comments that either highlight gender equity issues or suggest areas for consideration in the plan. The report also provides the State Board for Community College Education (SBCCE) summary on behalf of all of the state's 27 community colleges. The main body of the SBCCE report is included. (GLR)

ED 365 229 HE 027 021

Gender Equity in Higher Education: 1992 Progress Report.
PUB DATE- 11 Mar 93
NOTE- 74p.; For related document, see HE 027 020.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Admission; College Athletics; Colleges; Community Colleges; *Compliance (Legal); *Equal Education; *Higher Education; Intercollegiate Cooperation; *Policy Formation; Position Papers; Recreational Programs; *Sex Discrimination; Sexual Abuse; Sexual Harassment; Student Employment; Student Financial Aid
IDENTIFIERS- *Washington

This interim report summarizes the progress and future directions of the Gender Equity Plans submitted by Washington State's public four-year universities and colleges, and its community college system. The report represents a monitoring of institutional and system efforts to address issues of gender equity affecting students in the areas specified in the state legislation that include academic programs, financial aid, student services, and intercollegiate athletics. Institutions provided the following: (1) evaluation measures undertaken to date to address discrepancies identified in the 1990 self-study; (2) identification of any new gender equity issues which may have emerged; and (3) specifications for additional activities to be undertaken in the next 2 years to address remaining issues of gender equity. An appendix provides comparison tables of selected features of intercollegiate activities have increased. Another, 1-week, time-mangement study of seven academics suggested that Oklahoma faculty spend 68 percent of their time on instruction, preparing for classes, and counseling students. The review concluded that any successful undertaking to change faculty productivity or the way higher education conducts business must involve a partnership between State Regents, institutions of higher education, and their governing boards. In particular they recommend that Regents adopt 10 recommendations that cover education for State Regents, faculty workload, evaluation measures, mission and academic priorities clarification, funding, curriculum reform, instructional technology, learning productivity, adjunct faculty, and public perception. (JB)

ED 365 249 HE 027 042

Student Data Report: Oklahoma Higher Education 1991-92.
PUB DATE- May 93
NOTE- 207p.; For an earlier report, see ED 305 877.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Freshmen; College Graduates; *College Students; Enrollment; Enrollment Projections; Enrollment Rate; Enrollment Trends; Higher Education; Minority Groups; Noncredit Courses; Private Colleges; Public Colleges; School Demography; Sex Differences; *Student Characteristics; Student Financial Aid; Tables (Data); Transfer Students
IDENTIFIERS- *Oklahoma

This publication presents comprehensive information on students in higher education in Oklahoma in 1991-92 in 41 tables and 31 figures along with analysis and commentary. An introduction and preface provides definitions of key terms and concepts and notes the data source: Oklahoma State System's Unitized Data System which has been in place since 1977. Part I presents data on enrollment generally. Part II examines student inflow. Part III covers enrollments in specific categories. Part IV looks at student distribution. Part V covers student progression. Part VI presents data on transfers. Part VII offers enrollment projections. Part VIII contains American College Testing (ACT) scores. Part IX contains graduation rates. Part X covers financial aid. Part XI details non-credit activities. Highlights from the executive summary note that in the fall of 1991, 183,685 students enrolled in Oklahoma public and private institutions, a number equal to 5.51 percent of the state population; that from 1990-91 to 1991-92 first-time-entering freshmen in public institutions increased by 9 percent; that most of the 1991-92 public enrollment increase occurred during the spring semester at regional and two-year institutions and was composed primarily of non-traditional students; and that over time two out of three high school seniors go to an Oklahoma public college. (JB)

ED 365 250 HE 027 043

A Study of Physical Education Courses.
PUB DATE- 28 May 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; *College Credits; College Students; Credit Courses; Degree Requirements; *Educational

ED 365 269 HE 027 062

Assessment of the Educational Needs in Health Professions Programs, 1992. Item #3.
PUB DATE- 3 Sep 92
NOTE- 39p.; For related documents, see HE 027 063-064.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Educational Needs; *Educational Policy; Enrollment Trends; *Health Education; Higher Education; *Medical Education; Minority Groups; Needs Assessment; Nursing Education; Pharmaceutical Education; *Professional Education; Public Health
IDENTIFIERS- *Illinois

This report presents an overview of the status of programs of health professions education in Illinois and reviews the policies related to these programs that were adopted by the Board of Higher Education in the early 1980s. Specific questions addressed are as follows: (1) Are the number, type, and distribution of health professions programs appropriate for the demands of Illinois healthcare? (2) Are the numbers of graduates from health professions programs adequate to meet the employment demands in Illinois, or will Illinois be able to meet future need with its current educational capacity?; and (3) What is the status of participation by underrepresented groups in the health professions, and has there been progress in increasing minority representation in health professions education? The report is divided into two parts. Part 1 provides background information and discusses health education policies, current trends in health education, and health care issues. Part 2 focuses on trends in enrollment and degrees granted and lists occupational demands in 10 specific medical health professions: dental, podiatric, optometric, chiropractic, veterinary, pharmacy, nursing, health services administration, public health, and the allied health professions. Appendices present Illinois' policies on health professions education and statistical tables. (Contains 16 references.) (GLR)

ED 365 270 HE 027 063

Policy Issues in Education for the Health Professions. Item #5B.
PUB DATE- 4 May 93
NOTE- 24p.; For related documents, see HE 027 062-064.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Educational Legislation; *Educational Needs; *Educational Policy; *Enrollment; Expenditures; Financial Support; Grants; *Health Education; Health Services; Higher Education; *Medical Education; Minority Groups; Needs Assessment; Nursing Education; Pharmaceutical Education; Professional Education; State Aid
IDENTIFIERS- *Illinois

This report re-examines the State of Illinois' Board of Higher Education's 1980 policies on education for the health professions and recommends revised general policies for the Board's consideration. An update on occupational demand and program developments are provided and programmatic directions are recommended for institutions to consider in making capacity adjustments in health educational programs during the next 3 to 5 years The report also re-examines the Health Services and how to select a representative sample. Practical issues that must be addressed include the following: (1) venue; (2) issue for discussion; (3) agenda setting/editorial control; (4) audience and participant selection and composition; (5) choice of interactive technology; and (6) eliminating multiple voting from the home. Scenarios are presented for an electronic town meeting. Seven appendixes include a list of town meetings held, discussions of two of the sample scenarios, and other supplemental information about the meeting process. (SLD)

ED 365 290 IR 016 462

Emerging Telecommunications Technologies. Hearings on H.R. 707, A Bill To Establish Procedures To Improve the Allocation and Assignment of the Electromagnetic Spectrum, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, First Session (February 4 and April 22, 1993).
PUB DATE- 93
NOTE- 194p.; Serial No. 1304-14. For Senate hearings on this bill, see ED 360 951.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Broadcast Industry; Federal Legislation; Government Role; Hearings; *Information Networks; *Information Technology; Policy Formation; Public Policy; Technological Advancement; *Telecommunications
IDENTIFIERS- Congress 103rd; Federal Communications Commission; *Frequency Allocation; House of Representatives; National Policy; Radio Frequency Distribution System; *Telecommunications Policy

The testimony responds to H.R. 707, a bill to identify 200 megahertz of electromagnetic spectrum for allocation to private and non-federal government users. The witnesses address how the spectrum can be used to deliver new products and services to all Americans; how additional radio spectrum is needed to keep America competitive; how wireless technology will play an increasing role in the country's infrastructure; how H.R. 707 will advance that role. Testimony was given by William D. deKay, Dial Page; Edward O. Fritts, National Association of Broadcasters; Geoffrey S. Goodfellow, Radiomail Corp; Paul Kozlowski, Digital Equipment Corporation; Jack Pellicci, Oracle Corp.; Ronnie Rand, Associated Public-Safety Communications Officers; Craig R. Roos, Personal Communications Network Services of New York; Wayne Schelle, American Personal Communications, on behalf of PCS Action; Eric J. Schimmel, Telecommunications Industry Association; Douglas G. Smith, Omnipoint Corp.; Thomas E. Wheeler, Cellular Telecommunications Industry Association; Edwin L. Harper, Association of American Railroads; Jim K. Omura, Cylink Corp.; and Michael E. Brunner, National Telephone Cooperative Association. (KRN)

ED 365 291 IR 016 463

Pietras, Jesse John
Federal/State Regulatory Enhancement, Cost Allocation, and CATV/TELCO Distance Learning Initiatives in Connecticut.
PUB DATE- 15 Oct 93
NOTE- 24p.; Paper presented at the Michigan State University Conference on Public Utility Regulation (Williamsburg, VA, December 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Occasional Papers in Open and Distance Learning, Number 14.
PUB DATE- Oct 93
NOTE- 47p.; Three of the papers were presented at the Australian and South Pacific External Studies Association Biennial Forum on Distance Education Futures (11th, Adelaide, South Australia, Australia, July 21-23, 1993). For no. 13 in this series, see ED 359 928.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Distance Education; Educational Environment; Educational Innovation; *Educational Technology; Foreign Countries; Futures (of Society); Higher Education; Hypermedia; Instructional Design; Interactive Video; Microbiology; Multimedia Instruction; Optical Data Disks; Telecommunications
IDENTIFIERS- Australia; Internet

Five papers focussing on educational technology are presented in this issue. "Computerised Instructional Technologies: Considerations for Lectures and Instructional Designers" (Helen Geissinger) and "The Higher Education Distance Learner and Technology" (Terry Geddes) locates the new technologies within a solidly grounded educational context. These technologies include: hypermedia, interactive media, CD-ROM, and electronic and voice mail. A high priority is placed on educational concerns and the learning environment of the student. "Internet Relay Chat (IRC)--A Real-Time Multi-User Computer Collaborative Learning Medium" (Simpson Poon) and "The Voice Mail Trial in Distance Education Courses at Charles Sturt University" (Peter Donnan) focus on innovative computer technologies, internet relay chat (IRC), and voice mail. These technologies enhance the interactive dimension in course offerings and may be of interest to many open and distance learning providers. "The Modularisation of Microbiology--Prologue" (Sue Davies, Terry Harden, and Lesley Ballantyne) documents Charles Sturt University's ongoing experience with modularisation. This paper is a case study and examines the benefits and difficulties of the modularisation project. All of the papers include references. (TMK)

ED 365 310 IR 016 517

Mandinach, Ellen B.; Cline, Hugh F.
Classroom Dynamics: Implementing a Technology-Based Learning Environment.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; *Educational Change; *Educational Innovation; Elementary School Students; Intermediate Grades; Middle Schools; Secondary Education; Secondary School Students; Thinking Skills

This book is a preliminary report on a technology innovation project. The objective of the overall research project is to introduce change in schools using a computer-based curriculum innovation for teaching higher order thinking skills to middle- and high-school students. Chapter 1 presents a historical account of the design and implementation of the systems

Directory of Information Sources on Scientific Research Related to the Preservation of Sound Recordings, Still and Moving Images and Magnetic Tape.
PUB DATE- Sep 93
NOTE- 19p.; For related "Directory of Information Sources on Scientific Research Related to the Preservation of Books, Paper, and Adhesives," see ED 319 405.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiodisks; Databases; Films; *Information Sources; *Nonprint Media; Nonprofit Organizations; Photographs; *Preservation; Public Sector; Research; Tape Recordings; Videotape Recordings

This document was compiled to provide information about the current work of laboratories and researchers in non-print media in order to help explore and define possible future roles for the Commission on Preservation and Access. Its focus is on information from public sector and non-profit organizations. Summaries of the activities of 18 organizations, ranging in length from one paragraph to one page, are included. The descriptions cover the nature and scope of the organizations, their publications, and research projects related to preservation of photographs, film, and sound media. The directory also describes five databases, eight serials, seven monographs and articles, and three conference proceedings that address these topics. (KRN)

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ED 365 331 IR 054 778

The Commission on Preservation and Access Newsletter, 1993.
PUB DATE- 93
NOTE- 70p.; For newsletter issues 41-51, see ED 354 008.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; Administrators; Conferences; Donors; Grants; Higher Education; Library Cooperation; *Library Materials; Organizational Communication; *Preservation
IDENTIFIERS- Electronic Text; *Library Materials Conservation

This document consists of all 11 issues of this newsletter published in 1993 (November-December was a combined issue). The newsletter reports on cooperative national and international preservation activities and is written primarily for university administrators and faculty, library and archives administrators, preservation specialists and administrators, and representatives of consortia, governmental bodies, and other groups sharing Commission on Preservation and Access goals. Topics covered in the 1993 issues include: (1) organizational activities, such as special projects and conferences; (2) grants received by the commission and their purposes; (3) reviews of research and scientific reports on topics pertaining to preservation; (4) related activities conducted by other organizations and institutions; and (5) preservation programs abroad. Inserts on special topics are included in two of the newsletters: "Opto-Electronic Storage--An Alternative to Filming?" (Hartmut Weber) and "Implications of Electronic Formats for Preservation Administrators" (Peter Jermann). (KRN)

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ED 365 332 IR 054 779

Barnard, Roy

PUB DATE- Apr 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Costs; Higher Education; Interlibrary Loans; Library Automation; Library Circulation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; Library Surveys; State Surveys; Two Year Colleges
IDENTIFIERS- *Virginia

The Virginia Council of Higher Education annually collects a variety of data on the activities of academic institutions in the state. This report presents data on the activities of Virginia's academic libraries during the 1990-91 academic year. Data are reported on collections, staff, expenditures, costs for monographs and periodicals, services and automation, and interlibrary loans. A short narrative summary precedes the data tables, and five sets of tables are included: a systemwide summary; separate sets for public four-year, public two-year, and independent institutions; and a ranking of all Virginia academic libraries according to 15 data elements. (JLB)

ED 365 351 IR 054 808

Lynch, Holly; Murphy, Elaine
Annotated Bibliography of Law-Related Pollution Prevention Sources.
PUB DATE- Mar 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Environmental Standards; *Federal Legislation; *Hazardous Materials; Higher Education; *Physical Environment; *Pollution; *Waste Disposal
IDENTIFIERS- Business Law; *Environmental Law; Environmental Policy; Environmental Protection; *Legal Information; Michigan

This annotated bibliography of law-related pollution prevention sources was prepared by the National Pollution Prevention Center for Higher Education. Some topics of the items include waste reduction, hazardous wastes, risk reduction, environmental policy, pollution prevention, environmental protection, environmental leadership, environmental regulation, and pollution control. There are four categories of sources: articles (29 titles); books and pamphlets (14 titles); government documents (13 titles); and pollution prevention statutes at both the federal and state level (28 titles). (JLB)

ED 365 352 IR 054 810

George, Karen, Comp.; Stabler, Karen, Comp.
How To Do Library Research in Public Health Care Policy. Number 21.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Health Materials; Higher Education; *Information Sources; Library Collections; Library Materials; Primary Health Care;

college foundations includes brief articles, selected data, materials from foundations, sample mission statements and articles of incorporation, sample forms and correspondence, relevant educational legislation, and other related materials from specific active foundations at two-year colleges in California. Information is provided on the following areas: (1) the mission and history of community college foundations; (2) guidelines for developing a case statement; (3) the legal process of establishing a non-profit corporation; (4) organizational considerations specific to California; (5) the development, role, and organization of a board of directors, including sample checklists and profile grids for prospective board members; (6) the selection of personnel for the foundation, including an executive director and other officers; (7) the development of foundation policy and procedures, providing detailed sample investment materials from active foundations; (8) the day-to-day operations of the foundation, reviewing gift procedures, donor recognition, and record keeping; (9) Internal Revenue Service (IRS) regulations and tax deductibility, providing sample IRS forms; (10) the development of the fundraising plan, reviewing annual giving, direct mail campaigns, phone-a-thons, capital campaigns, planned and deferred giving, and governing received properties; (11) cultivating major gifts of $10,000 or more; (12) undertaking special events; and (13) corporate and business fundraising. (PAA)

ED 365 370 JC 940 032

Seguin, Barbara; Swanson, Lois
Application of the Virginia STEPS (Student/Teacher Education Planning System) by Basic Skills Education Teachers.
PUB DATE- 23 Jun 93
NOTE- 24p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (5th, Madison, WI, June 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Counseling; Adult Learning; Community Colleges; Course Evaluation; *Developmental Studies Programs; Postsecondary Education; Program Descriptions; *Self Management; *Student Educational Objectives; Student Improvement; Two Year Colleges
IDENTIFIERS- *Blackhawk Technical College WI

The Virginia STEPS (Student/Teacher Education Planning System) was developed to enable adult basic education (ABE) students to become independent learners responsible for planning, carrying out, evaluating, and making adjustments in their education. ABE instructors at Blackhawk Technical College in Wisconsin have adapted the STEPS model to make their program more learner-centered. At intake, students are interviewed and guided through a goal-setting process which helps determine their educational plan. At mid-term, students are scheduled for individual student/teacher conferences in which they assess their own progress, set new goals, and change their learning program if necessary. Finally, at the end of the semester, another conference is held to determine if goals have been met or if the student should continue to the next semester. These one-on-one interviews allow students to voice their satisfaction or dissatisfaction with the program and to take more responsibility for their own education. Gradually, they

IDENTIFIERS- *University and Community College System of Nevada

All campuses and units of the University and Community College System of Nevada annually submit data to the Chancellor's Office on affirmative action. This report provides tables of affirmative action data for students enrolled during fall 1992 and professional and classified staff employed during 1992. First, student data is provided on gender and race/ethnic designation by campus; percentage of minority student enrollment for fall 1985 and fall 1992; and percentages of female, white, and minority enrollment from 1985-1992. Next, faculty tables provide data on gender and race/ethnicity by campus and systemwide for 1989, 1991, and 1992 and by length of contract (9-10 month vs. 11-12 months) for 1992. Then, tables on classified staff provide 1992 data on gender and race/ethnicity for executive, administrative, and managerial employees; other full-time professionals; full-time secretarial and clerical employees; full-time technical/paraprofessional employees; full-time skilled craft employees; full-time service/maintenance employees; and part-time employees. Finally, tables are presented on the gender and race/ethnicity of new hires employed between July 1 and September 30, 1992 and staff eligible for and awarded tenures and promotions from 1991-1992. Highlighted findings include the following: (1) 17% (n=10,970) of the students enrolled systemwide in fall 1992 were members of minority groups, up from 11% in 1985; (2) systemwide, the secretarial/clerical job category had the highest proportion of female employees at 92%; and (3) of the 217 full-time professional staff hired between July 1 and September 30, 1992, 36% were female and 15% were minority. (ECC)

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ED 365 387 JC 940 064

University and Community College System of Nevada Completions Report.

PUB DATE- Jun 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; College Programs; Community Colleges; *Degrees (Academic); Doctoral Degrees; Educational Attainment; Educational Certificates; Higher Education; State Surveys; State Universities; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

Data are provided on the degrees conferred by the University and Community College System of Nevada (UCCSN) in 1991-92 and the characteristics of their recipients. The UCCSN's four two-year campuses and two four-year campuses awarded over 4,700 degrees and certificates in 1991-92. Of these, 55% were bachelor's degrees, 23% were associate degrees, and 15% were master's degrees. Business and management was the subject area in which most degrees (24%) were awarded, followed by social and behavioral sciences (17%), humanities (16%), education (14%), and health professions (12%). The majority of certificates were awarded in the areas of health professions and business, and the majority of associate degrees were awarded in liberal/general studies. The number of liberal/general studies associate degrees increased sharply since 1980, with similar trends in degrees awarded in computer and information sciences, engineering-related technologies, health professions, law and legal studies, protective services, and precision production trades. Among bachelor's degrees conferred, business and practices have implications for classroom assessment. While traditional assessment methods have their place in the educational system, alternative assessment procedures can foster greater learning in the test taker and more complete measurement for the instructor. For example, in a college Physiological Psychology class, oral presentations are used to assess students' knowledge of the central nervous system. In a Psychology of Women course, response journals, in which students write spontaneous thoughts, questions, and reactions to course content, are graded on the students' effort and thoughtfulness. The Psychology of Women course also involves a group project. The class is divided into several groups, each of which addresses the same topic from a different perspective. Group presentations and final papers are graded, which each member receiving a group grade and an individual grade. These alternative evaluation methods are best considered as complementing rather than replacing more traditional test and assessment formats. (AC)

ED 365 405          JC 940 166

Gratz, Zandra S.; And Others
Attitudes and Achievement in Introductory Psychological Statistics Classes: Traditional versus Computer-Supported Instruction.
PUB DATE- Mar 93
NOTE- 17p.; In: Teaching of Psychology: Ideas and innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Calculators; Comparative Analysis; Computer Literacy; *Computer Uses in Education; Higher Education; *Microcomputers; Outcomes of Education; Psychology; *Statistical Analysis; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Statistical Package for the Social Sciences

A study was conducted at a large, state-supported college in the Northeast to establish a mechanism by which a popular software package, Statistical Package for the Social Sciences (SPSS), could be used in psychology program statistics courses in such a way that no prior computer expertise would be needed on the part of the faculty or the students. Central to the course was the development of a manual which provided detailed, step-by-step instructions for creating a database, uploading the file into SPSS, and then using SPSS to compute statistics typical of an introductory statistics course. Student achievement and attitudes were compared between a sample of 28 students whose statistics course relied on calculators (TRAD) and 27 students who used the manual to compute the necessary indices via SPSS (COMP). Study findings included the following: (1) there was no significant difference between the TRAD and COMP classes on multiple-choice scores, but TRAD students outperformed COMP students on open-ended questions, while COMP students were more likely to compute the desired statistic correctly than TRAD students; (2) there were no significant differences between TRAD and COMP students on measures of attitudes toward statistics, the discipline of psychology, or the course; (3) positive attitudes towards statistics increased over the course of the semester regardless of type of class; and (4) COMP class

IDENTIFIERS- *Parent Resources

Intended for parents, teachers, school administrators, and parent and community groups, this guide lists resources and services available from 34 National Coalition for Parent Involvement in Education member organizations to ensure that parents and schools are involved as equal partners in providing quality education for all children. The guide is composed of profiles of the organizations, and highlights their mission, policies, services, projects, training, studies, and publications related to parent involvement, family support, education, and community involvement in education. Contact persons are also listed. Resources provided by the organizations listed relate to: (1) family education; (2) family support services; (3) home-school communication; (4) volunteer programs; (5) home learning activities; (6) school improvement; (7) governance and advocacy; (8) parent involvement research; (9) policies; and (10) program models. Resources provided by the organizations listed also target each educational level from elementary through college, bilingual and special education, single and teen parents, low-income families, working parents, and Hispanic and African American families. (SM)

ED 365 424 PS 021 798

Sigrest, Christine E.
A Comparison of Cognitive Teaching Stimuli in a First Grade Classroom.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Concept Formation; *Elementary School Students; Grade 1; *Illustrations; Instructional Effectiveness; Instructional Material Evaluation; Knowledge Level; Learning Activities; *Manipulative Materials; Pictorial Stimuli; Primary Education; Teaching Methods; Three Dimensional Aids; *Verbal Learning

A study assessed the effectiveness of three cognitive levels of instruction with first graders--three-dimensional (3-D) instruction using real objects, two-dimensional (2-D) instruction using picture representations, and verbal instruction. The study population included 18 first-grade students between the ages of 6 and 8 at a small elementary city school in Virginia. The children were randomly assigned to one of the three instructional conditions and taught about three exotic fruits. The 3-D group was taught using the real fruit in an active, hands-on, experiential manner. The 2-D group was taught using life-size drawings of the fruit on construction paper with the name of the fruit printed at the bottom of the page. The verbal group was taught with words. Pre- and post-test data were collected via self-evaluations of the children's knowledge about the fruit and how well they thought they could draw them, children's pictorial representations of the fruit, and oral tests of children's concepts of the fruit. The 3-D group did achieve higher results than the 2-D and verbal groups. The report includes a literature review, personal observations, and 19 references. The lesson plan and outlines of the pre- and post-test formats are appended. (AC)

ED 365 425 PS 021 800

Levy, Janet E.; And Others
Are WE Ready? Collaboration To Support Young Children and Their

Rickards, Jinny; Atmore, Eric
Empowerment through Preschool Educare, of Children, of Teachers and of Parents.
PUB DATE- Jul 90
NOTE- 18p.; For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; Community Programs; Community Responsibility; *Day Care; *Disadvantaged; Foreign Countries; Parent Participation; *Preschool Education; Program Descriptions; *Self Help Programs; Teacher Education; Technical Assistance; Young Children
IDENTIFIERS- *Community Empowerment; Educare; *South Africa

There is a pressing need to empower the individuals of dispossessed communities in South Africa to take charge of their own destinies, especially in the area of early childhood education and care (educare). Current educare projects are often completely or partially controlled by organizations or people outside of the community. A prime task of organizations in the educare field must be the transfer of information and knowledge to communities so that they can take charge of preschool educare provision. Specifically, the Grassroots Educare Trust responds to community requests for assistance in the establishment and management of community-controlled preschool educare projects. Preschool educare provides an important site for the empowerment of: (1) young children, through a progressive curriculum in which they take the initiative for their own learning; (2) educare teachers, providing them with the tools they need to build careers on the job; and (3) parent committees, providing them with information and knowledge so they can establish and administer their own projects. (MDM)

ED 365 445 PS 021 942

Atmore, Eric
The Government's Educational Renewal Strategy (ERS) and Early Childhood Educare. Ignoring the Needs of 7 Million Children.
PUB DATE- 9 May 93
NOTE- 10p.; For related documents, see PS 021 935-943.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compulsory Education; *Day Care; *Educational Finance; Educational Improvement; *Educational Policy; *Federal Legislation; Federal Regulation; Financial Problems; Foreign Countries; *Government Role; Government School Relationship; *Preschool Education; Racial Factors; School Readiness
IDENTIFIERS- Educare; *South Africa

In May 1990, the Ministry of National Education announced its Education Renewal Strategy (ERS) for education in South Africa to seek short- and medium-term managerial solutions for some of the nation's most pressing educational needs. This ERS advances five major policy recommendations for a future education model: (1) race should not be a factor and equal opportunity should be assured; (2) national unity should be promoted while respect for diversity is ensured; (3) a balance between national regulation and local autonomy should be maintained; (4) the future constitution of South Africa should allow for a decentralized education system unified at the national level,

Social Withdrawal, Inhibition, and Shyness in Childhood. Papers from a Conference (Doon, Ontario, Canada, Summer 1990).
PUB DATE- 93
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Adolescents; Child Behavior; Child Development; Children; *Extraversion Introversion; *Inhibition; *Interpersonal Competence; Longitudinal Studies; Peer Relationship; *Shyness; Social Adjustment; *Social Development; *Social Isolation
IDENTIFIERS- *Reticence

Noting that some forms of solitude may reflect maladaptation, while others may not, this book seeks to promote better understanding of the developmental meanings, causes, and courses of social solitude in childhood. The five sections of the book cover conceptual and methodological issues; biological and familial factors; social behaviors, skills, and relationships; peer and self perceptions; and longitudinal perspectives on social withdrawal and inhibition. The book's 15 chapters are: (1) "Social Withdrawal, Inhibition, and Shyness in Childhood: Conceptual and Definitional Issues" (Rubin and Asendorpf); (2) "On the Temperamental Categories of Inhibited and Uninhibited Children" (Kagan and others) (3) "Childhood Temperament and Cerebral Asymmetry: A Neurobiological Substrate of Behavioral Inhibition" (Davidson); (4) "Antecedents and Consequences of Shyness in Boys and Girls: A 6-Year Longitudinal Study" (Engfer); (5) "Pathways to Aggression and Social Withdrawal: Interactions among Temperament, Attachment, and Regulation" (Fox and Calkins); (6) "Wariness to Strangers: A Behavior Systems Perspective Revisited" (Stevenson-Hinde and Shouldice); (7) "Socialization Factors in the Development of Social Withdrawal" (Mills and Rubin); (8) "Inhibition and Children's Experiences of Out-of-Home Care" (Broberg); (9) "Features of Speech in Inhibited and Uninhibited Children" (Rezendes and others) (10) "Communicative Competence as a Dimension of Shyness" (Evans); (11) "Children's Perceptions of Social Withdrawal: Changes across Age" (Younger and others) (12) "Social Withdrawal in Childhood: Considering the Child's Perspective" (Hymel and others) (13) "Beyond Temperament: A Two-Factorial Coping Model of the Development of Inhibition during Childhood" (Asendorpf); (14) "The Waterloo Longitudinal Project: Correlates and Consequences of Social Withdrawal from Childhood to Adolescence" (Rubin); and (15) "Victimization by Peers: Antecedents and Long-Term Outcomes" (Olweus). References are included with each chapter. (TJQ)

ED 365 467 PS 022 027

Slavin, Robert E., Ed.; And Others
Preventing Early School Failure: Research, Policy, and Practice.
PUB DATE- 94
NOTE- 237p.; Special printing for the California Alliance for Elementary Education, July 1993.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Failure; Early Childhood Education; *Early Intervention; Educational Practices; *Educational Research; High Risk Students; Learning Problems; *Prevention; *Reading Failure; Reading Research
IDENTIFIERS- *Early Prevention of School Failure

6; (5) a program providing individualized courses of study and self-esteem enhancement to underachieving gifted and talented Native Hawaiian high school students; and (6) advanced programs for high school students who have successfully completed a summer institute. This document lists Center assumptions about underidentification of gifted and talented Native Hawaiian children, and educational practices used to overcome barriers to identification. Also included are worksheets for observational assessment of giftedness and for activities planning, a sample problem on a student application, and a brief description of the Imi Ho'ola program to increase Pacific Islanders in medical careers. (SV)

ED 365 484 RC 019 427

McCoy, Melody
Indian Education Legal Support Project, "Tribalizing Indian Education." Presentation/Workshop Materials.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Oct 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; Educational Legislation; *Educational Objectives; Educational Responsibility; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Government Role; *Self Evaluation (Groups); *Tribally Controlled Education; Tribal Sovereignty; Tribes
IDENTIFIERS- State Tribal Relationship; *Tribal Government

The Indian Education Legal Support Project focuses on the legal rights of tribes to control the formal education of tribal members in all types of schools--federal, state, and tribal. Few tribes have tribal education laws, yet such laws are essential to defining each tribe's education rights and goals, and to delineating the forum and process for establishing government-to-government relationships and working agreements on common educational issues and goals. The project seeks to assist tribal governments in assessing their education situation; developing tribal education goals, laws, and standards; and influencing federal and state educational policies and legislation. This document contains the following materials for use in presentations and workshops: (1) project goals; (2) selected facts about Indian education; (3) tribal rights under selected federal Indian education laws; (4) "top 10" questions about tribal rights and responsibilities in education; (5) tribal self-assessment questions concerning tribal educational history, current situation, goals, capabilities, resources, and relationships with the state and public school districts; (6) self-assessment questions for state and federal agencies involved in Indian education; and (7) examples of Indian education problems and tribal government solutions. (SV)

ED 365 485 RC 019 431

Curiel, Herman; And Others
A Needs Assessment Survey of Hispanic Oklahoma City Residents in High Density Areas. A Report of Findings.
PUB DATE- 28 Sep 93
NOTE- 38p.

satellite television programs; and (4) two-way interactive television systems linking several schools. Network-focused services usually involve acquisition of information from large electronic databases or electronic bulletin boards, or communication among users via electronic mail. It is estimated that over 14,000 electronic databases are available to U.S. computer users, with over 5,000 available online. Databases and online services of particular interest to educators include ERIC (accessible via Internet), ERIC/CRESS Online, National Distance Learning Center Online, America Tomorrow Leadership Information Service, American Indian Science and Engineering Society Electronic Network, SpecialNet, CLASSMATE and Classroom Instruction Program (accessible through DIALOG), statewide networks, and government sponsored bulletin boards. The potential of Internet as a telecommunications resource for K-12 schools is discussed. (SV)

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ED 365 503 RC 019 463

Peach, Larry E.; Reddick, Thomas L.
A Study To Determine the Characteristics of At-Risk Students in Selected Rural High Schools in Middle Tennessee.
PUB DATE- 10 Aug 93
NOTE- 11p.; Paper presented at the Annual Regional Education Conference (Cookeville, TN, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Attitudes; Family Life; *High Risk Students; High Schools; *High School Students; *Rural Schools; School Attitudes; Self Concept; *Student Attitudes; *Student Participation
IDENTIFIERS- *Tennessee

A 20-item questionnaire covering student attitudes, school and nonschool activities, problem behaviors, and family life was administered to 200 students in 10 rural Tennessee high schools. Subjects were randomly selected from a group that had low achievement scores, excessive absences, and failures in two or more academic subjects. Over half of respondents thought that education was not important, and nearly three-fourths did not enjoy school work. However, 70 percent planned to graduate from high school. About two-thirds were employed. Over 60 percent of respondents had divorced parents, and 42 percent reported moving two or more times while in high school. About 70 percent reported poor communication with parents or other family members. A large majority had never been suspended, did not consider themselves "problem students," and had never had problems with the law. Only 27 percent were involved in extracurricular activities. The majority of respondents did not "feel good about themselves." Recommendations include efforts to improve the quality of communication between at-risk students and their families, attitudes about the value of education, student self-esteem, and involvement of at-risk students in extracurricular activities and all facets of the school program. (SV)

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ED 365 504 RC 019 466

The Class "C" Survey 1993-94. Comparisons of Budgets, Levies and Enrollments of Class "C" Montana School Districts.
PUB DATE- 93
NOTE- 147p.; For 1992-93 survey, see ED 356 111. The addendum

at San Diego participated in videotaped interviews in which they were asked to think aloud as they encountered dilemmas in solving certain tasks. The videotape protocols for each participant were analyzed and results were reported in the form of case studies. The case studies were considered as a group for the purpose of generalizing results. Three sections summarize the findings of the study. First, the levels of solution activity that the students were inferred to achieve during the interview are summarized. Second, the results of a pair of case studies are presented to illustrate individual differences in solvers' ability to construct representations. Third, the results are discussed in more general terms, including a comparison to other research findings about representation. Results indicate that: (1) traditional views of representation need to be reconsidered, (2) the process of representation appears more dynamic than previously thought, and (3) the solvers' use of increasingly abstract levels of solution activity suggests the need to address qualitative aspects of mathematical performance. Contains 23 references. (MDH)

ED 365 523 SE 053 901

Glidden, Peter L.
The Effects of Central Control on Classroom Practice.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Assessment; Foreign Countries; High Schools; International Studies; *Mathematics Curriculum; Mathematics Instruction; *Teacher Attitudes; Teacher Behavior; Teaching Methods
IDENTIFIERS- Canada; Second International Mathematics Study

This study investigated the effects of central control of mathematics content or examinations on classroom practice. Data from Population B of the Second International Mathematics Study was used to examine United States, British Columbia, and Ontario teachers' responses to questions concerning the amount of agreement among teachers about which mathematics topics to teach, teachers' reasons for deciding what to teach, and teachers' reasons for deciding how to teach. Results are discussed in two parts: (1) the results of the curriculum and policy analysis are presented to provide a context for the quantitative analysis of the effects of central control, and (2) quantitative analysis shows that where there is central control, there is more agreement among teachers on what principal mathematical content to teach. British Columbia teachers exhibited the most agreement, followed by AP Calculus, Ontario, and Non-AP Calculus. Teachers indicated they teach topics because they are in the syllabus or on an external examination. By contrast, the data on teachers' decisions on how to teach reveal that the instruments of central control are less influential. (MDH)

ED 365 524 SE 053 907

Clark, Kevin Andrew
Constructing and Implementing Algorithms for the Teaching of Propositional Calculus by Computer.
PUB DATE- 91

DESCRIPTORS- *Chinese Americans; Correlation; *Cultural Differences; Elementary School Students; *Females; Grade 5; Grade 6; Intermediate Grades; Interviews; *Mathematics Achievement; Mathematics Education; Multivariate Analysis; *Parent Child Relationship; Questionnaires; *Teaching Styles; Verbal Communication; Whites
IDENTIFIERS- *Ethnic Differences

Chinese-American girls perform as well as Chinese-American boys at higher levels of mathematics. Caucasian-American girls perform significantly less well than Caucasian-American boys. This study, designed to examine factors involved in this differential, contrasts 25 first generation Chinese-American mother-father pairs and 27 Caucasian-American mother-father pairs guiding their fifth- and sixth-grade daughters in solving math-related computer problems. Caucasian-American parents used more verbal mediation, displayed more emotion, relied more on questioning, used more encouraging and discouraging comments, and focused on the computer monitor less than did Chinese-American parents. Daughters' mathematics achievement test scores and mathematics grades were negatively related to mothers' verbal partipation for Chinese-Americans and to fathers' verbal participation for Caucasian-Americans. (Contains 20 references.) (Author)

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ED 365 545 SE 053 999

Roth, Kathleen J.
What Does It Mean To Understand Science?: Changing Perspectives from a Teacher and Her Students. Elementary Subjects Series, No. 96.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autobiographies; *Case Studies; *Concept Formation; Elementary Education; Elementary School Teachers; *Science Instruction; *Science Teachers; *Scientific Concepts

A teacher uses reflections, analysis, and study of her own teaching and learning across a 23-year period to consider a case of science knowledge development. Because her learning about science has become increasingly influenced by analyses of her own students learning, the teacher's pedagogical autobiography is interwoven with stories of her students' changing understandings of science, focusing particularly on a case study of one student's learning about science across a year. The report concludes with a discussion of implications of the autobiographical journey. Conditions that supported the teacher's growth are used to consider ways of supporting prospective and practicing teachers' education and development in two areas: development across time of increasingly complex and rich knowledge about what it means to understand science and development of an inquiring, reflective, and analytical stance towards learning from science. (Author/PR)

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ED 365 546 SE 054 002

Oshima, Jun
The Relationship between Type of Knowledge and Process of Peer Collaboration in a Computer-Mediated Classroom.
PUB DATE- Mar 93
NOTE- 30p.; Paper presented at the Biennial Meeting of the

other countries are discussed. Volume 4, Number 1 is a special issue devoted to a joint conference of the Canadian and U.S. Societies for Education through Art. This issue discusses exploring cultural backgrounds and features, specific dimensions of, and roles occupied by, art in culture, and applications of a culturally mediated approach to programs, curriculum, and the pursuit of knowledge. Art's ability to explore topics that people "don't talk about" and bring to the surface images that remind people of what one group has or lacks in relation to other groups is recognized. (DK)

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ED 365 567 SO 023 042

Franklin, Sharon, Ed.
A Focus on Writing in Social Science.
PUB DATE- Oct 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; *Civil Rights; Computer Assisted Instruction; Controversial Issues (Course Content); Courseware; Critical Thinking; Elementary Secondary Education; Family Life; Historiography; *History Instruction; *Interdisciplinary Approach; Justice; Learning Activities; Primary Sources; *Social Studies; Teaching Methods; *Writing Across the Curriculum; Writing Instruction
IDENTIFIERS- Columbus (Christopher); Points of View (Writing)

This journal on writing instruction focusses on writing as a way of teaching social science. History, like science, needs to be taught as an evolving base of knowledge, rather than reverence for the way the story was told in the past. Integrating primary source materials with literature, both in language arts and social science, will help students to see how all history has a point of view and how language can convey meanings that far outweigh the sum of the individual words. Students will begin to discover that the standard history they have learned reflects the views of the dominant culture of the time. The document contains 15 articles, as well as regular departments and a book review. The first article, "Talking Back to Columbus: Teaching for Justice and Hope" (Bill Bigelow), describes teaching students to listen for the voices that are silent as well as those that are heard. He describes learning activities from history classes that teach about social activism and struggles for justice. Other articles describe educational software that is available to teach both writing and social studies. Two articles deal with family issues as subject matter for writing assignments in teaching social studies and an interactive project that enables students to explore history by constructing a family through a computer project. Other articles deal with teaching civil rights through multimedia, adding relevance to social science, and exploring the history of writing with young children. (DK)

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ED 365 568 SO 023 151

Berkay, Paul James
A Critical Analysis of Research on the Overjustification Effect.
PUB DATE- 8 May 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 365 586 SO 023 482

Shining Worlds: Putting Technology To Work for Law-Related Education. Working Conference on Technology and Law-Related Education (Boston, Massachusetts, October 1992).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Curriculum Enrichment; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Law Related Education; Learning Activities; Social Studies
IDENTIFIERS- ERIC; Law Day; WESTLAW Retrieval System

This document is a collection of articles growing out of a conference on technology and law related education. The papers are intended to give a broad overview of some of the technologies that allow access to more law related education information, to illustrate the potential of multimedia presentations, and to examine new tools available to teachers and students that enhance both the understanding and communication of law related concepts. This document contains 15 articles dealing with law related education and technology, as well as a program of the conference agenda. The articles include: "Distance Education: Using Technology to Make All America a School" (Pamela Pease); "Implications of Emerging Technologies for LRE on Students with Disabilities" (Wanda Routier); "An LRE Resource Directory" (Julia Ann Gold); "Tapping into Law-Related Information" (Julia Hardin); "Meet ERIC: Grandaddy of Education Databases" (Jane Henson); "NICELNet: Now Available on Compuserve" (Wanda Routier); "Welcome to WESTLAW" (Beth Wilson); "Energizing Social Studies through the Use of Technology" (Dick Rattan; Linda Spoales); "Interactive Law-Related Education: Making Students Part of the Action" (Don King); "Using Interactive Television to Bring LRE to Rural Schools" (Jan Harper); "Celebrating Law Day Via Satellite" (Marjorie Menzi); "Getting the Goods: High-Tech on a Low-Budget" (Harry Garvin); "Cable in the Classroom" (Ellen Sims; Dennis Urso); "Using Technology in a Big Way at a Small School" (Don Surgeon); and "Shining Worlds, Renaissance Exploration, and Stained-Glass Windows" (Bertram Cottine). (DK)

ED 365 587 SO 023 516

Ladenburg, Thomas
The Federalist Era. SSEC American History Series.
PUB DATE- 89
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; *Democratic Values; Elementary Secondary Education; *Political Parties; *Political Science; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Federalists; *Founding Fathers of the United States

This unit on the Federalist era of U.S. history examines some of the issues that have endured from the earliest days of the nation to the present: free speech, the right to rebel, foreign policy, the balance of federal and state authority, and the relative importance of various constituencies. Student

Gallagher, Arlene; And Others
Sure-Fire Presentations. Bar/School Partnership Programs.
Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Community Involvement;
Court Litigation; Curriculum Enrichment; Elementary Secondary
Education; *Law Related Education; *Lawyers; *Learning
Activities; Legal Problems; School Business Relationship;
Social Studies; Student Motivation; Teaching Methods; *Units of
Study
IDENTIFIERS- American Bar Association; *Law Day

The purpose of this document is to give lawyers who are planning to work with students some practical advice that will make their presentations more effective. The advice should be helpful as lawyers make school visits for Law Day or even if they visit several times. As the article suggests, the first step is for the attorney to get to know the "client," the teacher in whose class the lawyer will appear. Lawyers should rely on the teacher to find out what should be covered, how to pace the material, and how much time to expect. It is important for the lawyer to remember not to try to cover too much, and it can be helpful to use a modified version of the Socratic method. The document includes individual lessons on such topics as dispute resolution, legal procedure, and access to justice. Lessons indicate grade level and explain activities in detail. "Twelve Hints for Lawyers" and "Other Publications of Interest" appear at the conclusion of the article. (SG)

ED 365 606 SO 023 630

Greenawald, Dale
Law Day Partnerships. Bar/School Partnership Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Community Involvement; Court
Litigation; *Curriculum Enrichment; Elementary Secondary
Education; *Law Related Education; *Lawyers; Legal Problems;
School Business Relationship; Social Studies; Units of Study
IDENTIFIERS- American Bar Association; *Law Day

Law Day is an annual event through which schools and communities commemorate the U.S. legal system. The observance provides an opportunity for schools and bar associations to educate youngsters about the role of law and lawyers in a democratic society. Such events can help generate interest for ongoing law related education (LRE) programs in the schools, while fostering working relationships between schools, lawyers, judges, police, and other community resources. Such a program should begin with meetings among the participating parties, who should work together to develop lessons. Activities should offer students opportunities to interact with each other and with the resource people. Teachers should meet with the lawyers ahead of time to clarify teaching techniques and how the lesson

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cambodian; Cloze Procedure; Comparative Analysis; Dictation; Indonesian; Interviews; *Language Proficiency; *Language Tests; Listening Comprehension; *Second Languages; Tagalog; *Test Construction; Test Format; Test Reliability; Test Validity; Thai; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- ACTFL Proficiency Guidelines; Southeast Asian Summer Studies Institute

The design, administration, revision, and validation of the Southeast Asian Summer Studies Institute proficiency examinations are reported. The examinations were created as parallel language proficiency tests in each of five languages: Indonesian, Khmer, Tagalog, Thai, and Vietnamese. Four tests were developed in each language: multiple-choice listening comprehension, interview, dictation, and cloze. The interview and listening tests were each designed to assess all of the levels of language ability in the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The study reported here (involving 218 students) explored the score distributions for each test on the proficiency batteries for each language, as well as differences between distributions for the pilot and revised versions. Relative reliability estimates for pilot and revised versions and the relationships of tests across languages were also compared. Based on the analyses it is concluded that the tests in each of the five examinations are reasonably well-centered and reliable, and distributions are adequate. (MSE)

ED 365 153 FL 021 771

Nair-Venugopal, Shanta
Continuous Assessment in the Oral Communication Class: Teacher Constructed Test.
PUB DATE- 91
NOTE- 15p.; In: Sarinee, Anivan, Ed. Current Developments in Language Testing. Anthology Series 25. Paper presented at the Regional Language Centre Seminar on Language Testing and Language Programme Evaluation (April 9-12, 1990); see FL 021 757.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Communicative Competence (Languages); *English (Second Language); Evaluation Criteria; Foreign Countries; Higher Education; Language Teachers; *Language Tests; Oral Language; Rating Scales; Second Languages; *Teacher Developed Materials; Teacher Role; Test Anxiety; *Test Construction; Testing; Test Use; *Verbal Tests
IDENTIFIERS- Malaysia; National University of Malaysia

The oral communication course for English majors at the National University of Malaysia includes testing designed by faculty and coordinated with the curriculum. This practice is based on the ideas that a teacher who has been actively involved in curriculum design is in a good position to design a test for that curriculum, and that teacher-made tests have a beneficial backwash effect on student learning. The course features two levels of instruction, each taught over two consecutive semesters. Final tests for both levels sample global communicative ability. Because the approach is communicative, the examinations are series of tests administered throughout the processes of policy formation for higher education. The EC is discussed in its roles as starter mechanism (in initiating plans, programs, and activities) as policy influencer and as policy shaper. The EC is expected to be the driving force of a new European structure in higher education. (Contains eight references.) (GLR)

ED 365 172          HE 026 852

Frederiks, M. M. H.; And Others
Self-Evaluations and Visiting Committees: Effects of Quality Assessment in Dutch Higher Education. ASHE Annual Meeting Paper.
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational Change; *Educational Planning; *Educational Quality; Foreign Countries; *Formative Evaluation; Higher Education; *Institutional Evaluation; Institutional Research; Self Evaluation (Groups); Theory Practice Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Netherlands

This study evaluated the effectiveness of assessment practices of educational quality at universities in the Netherlands. The project involved analysis of questionnaire responses from 239 study programs at all 13 Netherlands universities followed by 12 case studies. The paper first provides a brief account of the theoretical background of the research project, identifying hypotheses expected to explain the degree of effectiveness of the quality assessment procedures. The study concluded that: (1) quality management in teaching has received much more attention in recent years; (2) larger amounts of resources based on assessment findings are being employed to foster improvement based on assessment findings; and (3) the Dutch quality management system has been receiving a high level of approval within the institutions. The study's efforts to explain differences in assessment utilization from the perspectives of contingency theory and political economics perspective were not successful. (Contains 26 references.) (GLR)

ED 365 173          HE 026 853

Silverman, Robert J.
Comments and Replies: Academic Conversations. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; *Epistemology; *Expository Writing; Higher Education; *Interaction Process Analysis; Literature Reviews; Opinions; *Persuasive Discourse; Rhetorical Criticism; Scholarly Journals; *Technical Writing; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting

This paper uses an epistemological framework to address the

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Apartheid; Blacks; College Role; *Educational Change; *Educational Development; Educationally Disadvantaged; Educational Quality; Equal Education; Faculty Development; *Higher Education; Policy Formation; Racial Discrimination; Student Needs
IDENTIFIERS- *ASHE Annual Meeting; *South Africa

This paper describes the effects of apartheid on higher education in South Africa and formulates strategies to restructure post-apartheid higher education for the greatest educational development for all South Africans. It explains that South Africa's apartheid system deliberately structured education to provide a well-funded system for whites at direct expense to other groups. These inequalities were further entrenched through a "Christian National Education" ideology which permeated curriculum and the cultures of learning. Inequalities have produced various degrees of educational disadvantage. Many institutions currently want to enroll more and more black students but in the process confront the consequences of apartheid education and so experience a tension between growth and diversity and maintaining quality education. The first step in response is to develop a strategy for educational development priorities for institutions that classifies institutions between two polar types. Classification then allows institutions to select appropriate educational development initiatives which usually take the form of either academic support for students or academic development for faculty. A series of core access initiatives, educational effectiveness approaches, and resource deployment strategies are listed and described. (Contains 22 references.) (JB)

ED 365 191 HE 026 872

Lewis, Darrell R.; Kallsen, Lincoln A.
Using Multiattribute Evaluation Techniques for Assisting Reallocation Decisions in Higher Education. ASHE Annual Meeting Paper. Draft.
PUB DATE- 4 Nov 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Faculty; College Outcomes Assessment; Colleges; Comparative Analysis; Cost Effectiveness; *Decision Making; Evaluation Methods; Higher Education; Institutional Mission; Institutional Research; *Measurement Techniques; Program Evaluation; *Resource Allocation; Self Evaluation (Groups); Universities; Weighted Scores
IDENTIFIERS- *ASHE Annual Meeting; *Multi Attribute Utility Theory

This paper reports on the development and use of a multiattribute evaluation model for making resource reallocation decisions in a large College of Education. Multiple criteria with measurable attributes, procedures for use, and software templates are establish an agricultural institute, Terris Moore's resignation, and selection of a new president. Appendixes contain a table of inflation rates 1900 to 1990, military branch enrollments, and aerial photographs of the campus. Includes an index and extensive reference notes for each chapter. (JB)

ED 365 209 HE 027 000

Ludwig, Meredith; Wassan, Heidi
Student Charges at Public Institution: Annual Survey 1987-88.
PUB DATE- 88
NOTE- 106p.; For related documents, see HE 027 001-003. For the 1988-89 survey, see ED 304 082.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Housing; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Higher Education; Inflation (Economics); Land Grant Universities; National Surveys; Parent Financial Contribution; *Public Colleges; State Colleges; *State Universities; *Student Costs; Student Needs; Tuition

The 1987 report on student charges at public colleges and universities presents data on the costs of attending about 90 percent of the national publicly assisted, four-year institutions. The report uses data compiled by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC) from 507 institutions responding to a survey. The analysis found that: (1) tuition, fees, room, and board expenses climbed an average of 5.4 percent in fall 1987 over the previous year for in-state, undergraduate students; (2) an average of $1,500 for tuition and fees and $2,595 for room and board brought the price of full-time attendance to $4,095; (3) tuition and fees for in-state undergraduates averaged $1,456 in fall of 1987 a 6.4 percent increase over the previous year; (4) out-of-state, undergraduate students paid 5.8 percent more for full-time attendance in the fall of 1987 than the previous year; (5) graduate students paid an average of $1,648 for in-state tuition and fees, a 6.6 percent increase; and (6) in-state first professional students paid average tuition and fees of $2,353 for law, $5,179 for medicine, $3,601 for veterinary medicine, and $3,601 for dentistry. The bulk of the document presents data in five tables. Appendices contain tables of undergraduate and graduate charges by association, charges at non-affiliated colleges, and charges for first-professional tuition and fees. (JB)

ED 365 210 HE 027 001

Nathanson, Jeanne H.; Ludwig, Meredith J.
Student Charges at Public Institutions. Annual Survey 1989-90.
PUB DATE- 90
NOTE- 117p.; For related documents, see HE 027 000-003. For the 1988-89 survey, see ED 304 082.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Housing; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Higher Education; Inflation (Economics); Land Grant

athletics in 1988-89 and 1991-92, and a 1991-92 gender equity study of athletic participation paid for with state money. The report notes that, although neither the institutions nor the community college system identified new gender issues, all reported areas of progress and clarified their intentions to continue monitoring areas of concern. (GLR)

ED 365 230            HE 027 022

Student Financial Aid in Washington State: An Overview.
PUB DATE- Nov 90
NOTE- 92p.; For related document, see HE 027 023.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Students; Comparative Analysis; Eligibility; *Federal Programs; Financial Aid Applicants; Financial Needs; Financial Support; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Profiles; Program Descriptions; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition; Undergraduate Study
IDENTIFIERS- *Washington

Student financial aid is the primary means by which the federal government encourages broad access to higher education and promotes an educated citizenry, and it is a major component of Washington State's efforts to ensure necessary educational opportunities for its residents. This report provides an overview of both federal and Washington State programs for student financial aid, including extensive appendices that detail Washington State's financial aid programs and recipients. Chapter discussions include: (1) a definition of need-based financial aid; (2) the sources of financial aid that are available in Washington; (3) the funding of student financial aid programs; (4) eligibility for need-based financial aid; and (5) methodology for determining student need and assistance. Appendices, comprising over half the report, provide data tables from analyses on financial aid funding levels; the socioeconomic profiles of financial aid recipients; state and national comparisons for state-funded, need-based student aid per full-time undergraduate student and other peer comparisons; descriptions of student financial aid programs; a chronology of federal and state student financial aid authorizations; and undergraduate tuition rates and state tuition and fee waivers. (GLR)

ED 365 231            HE 027 023

A Commitment to Opportunity: Considerations for the 1990s. Student Financial Aid Policy Study State of Washington. Final Report.
PUB DATE- Mar 93
NOTE- 90p.; For related document, see HE 027 022.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Access to Education; Educational Quality; *Financial Policy; Financial Support; Higher Education; Long Range Planning; Outreach Programs; *Paying for College; Program Descriptions; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- *Washington

Policy; Graduation Requirements; Higher Education; Operating Expenses; *Physical Education; State Colleges
IDENTIFIERS- *Oklahoma

A review of Oklahoma State higher education institutions' awarding of academic credit for physical education (PE) courses and the state funding of such courses evaluated current practice and policy and made recommendations for change. The review examined the use of such courses as they relate to graduation requirements, national standards for awarding credit for physical education, the direct costs of physical education activity courses, and the physical education activity course credit hour production. Central to the review was a study of physical education courses for bachelor's degrees for spring 1992 which used the State Regents' Unitized Data System to run listings of all courses taken in the past 6 years for the 11,441 students graduating in spring 1992. Results indicated that students do not use physical education courses to artificially inflate their grade point averages, to qualify for graduation, or to the exclusion of other courses considered to have greater academic content. Cost analysis showed a net per student cost of $1,470 for physical education. Five policy recommendations advise excluding or limiting the counting of physical education credits from several requirements. Appendixes contain policy statements on retention and requirements for bachelors degrees at state universities; a table of PE course requirements by institution; and a table showing direct costs of PE courses. (JB)

ED 365 251 HE 027 044

OU/OSU Study Committee, SB 1009.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; College Admission; Doctoral Programs; Educational Policy; Educational Technology; *Futures (of Society); Governance; Higher Education; *Institutional Mission; Leadership; Long Range Planning; Policy Formation; *Public Colleges; Public Policy; *Statewide Planning
IDENTIFIERS- Oklahoma; *Oklahoma State University; *University of Oklahoma

An Oklahoma State Legislature directive formed a committee to study University of Oklahoma (OU) and Oklahoma State University (OSU) services and programs and make recommendations for enhancement. The role of Oklahoma's two comprehensive research universities in the future of the state was the Committee's overriding consideration. Much discussion focused on leadership, differentiation and cooperation between OU/OSU, and differentiation from other tiers. In its work the Committee reviewed materials and convened three times to discuss issues and to reach consensus on several public policy issues. The Committee recommended that with regard to mission, doctoral programs be limited to OU and OSU; that duplication in programs be eliminated; that the two systems take the lead in technological uses for instructional delivery; and that governance of teaching hospitals and osteopathic education be changed. With regard to admissions standards the Committee's key recommendation is that OU and OSU take a strong lead in setting standards of excellence and high expectations for entering students. Finally, with regard to outreach centers the Committee advised that no additional higher education centers be established. Appended are the consensus statements, a set of

Education Grants Act and proposes amendments to grant rates and definitions reflected in the rules for administration of the Act. This reassessment shows that the Board's current policies on education for the health professions continue to be relevant and that these policies reflect general goals and directions for the 1990s. Minority representation in the health professions is significantly below the proportion of minorities in the state's population, so increasing minority enrollments continues to be a high priority. Shortages of health personnel were identified, resulting in recommendations to expand existing program capacity or add new programs. There is also a need for new incentives to increase enrollments in the various health professions, to increase the number of physicians in primary care, and to encourage more physicians to establish practices in underserved areas. An appendix provides the current Board policies on health professions education. (GLR)

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ED 365 271 HE 027 064

Policy Recommendations for Health Professions Education. Item #7.
PUB DATE- 8 Sep 93
NOTE- 14p.; For related documents, see HE 027 062-063.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Educational Legislation; *Educational Needs; *Educational Policy; *Enrollment; Expenditures; Financial Support; Grants; *Health Education; Health Services; Higher Education; *Medical Education; Minority Groups; Needs Assessment; Nursing Education; Pharmaceutical Education; Professional Education
IDENTIFIERS- *Illinois

This report presents recommendations for Illinois' Board of Higher Education's approval in the areas of: (1) general policies for health professions education, (2) the adoption of immediate program priorities to implement the general policy directions in health education programs, and (3) specific recommendations for adjustments in Health Services Education Grants Act (HSEGA) grant rates and rules. A summary is also provided of findings from the May 1993 report entitled "Policy Issues In Education For The Health Professions." Recommendations are based on additional staff analyses and information submitted by colleges, universities, and organizations since the May 1993 report. Specific discussions concern minority representation in health professions education, underserved areas and primary health care, and the need for capacity adjustments in the health professions. A table details capacity recommendations for the following areas: medicine, dentistry, chiropractic, optometry, podiatry, pharmacy, nursing, allied health professions, health services administration, and public health. The report's final sections present, first, the proposed HSEGA grant rates and modifications to the grant rules for each of the professional areas, for Illinois residents and non-residents, and for various educational levels; and, second, the specific staff recommendations in the areas of general policy, immediate program priorities, and adjustments in the HSEGA grant rates and rules. (GLR)

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ED 365 272 HE 027 065

The Diversity of Illinois Public Universities. Item #3.
PUB DATE- 6 Oct 92
NOTE- 16p.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Costs; *Distance Education; Elementary Secondary Education; Federal Programs; Program Implementation; Resource Allocation; State Legislation; *State Programs; Statewide Planning; *Technological Advancement; Telecommunications
IDENTIFIERS- *Connecticut; Information Infrastructure; Regulatory Agencies; Regulatory Programs; *Remote Electronic Access Delivery of Information

Connecticut has adopted a moderate approach to communications infrastructure modernization, covering a 4-year implementation period from 1993 to 1996. The state's remote educational framework, with regulatory enhancements, will allow the state to be technologically competitive with neighboring states as it allows subscribers to use evolving technologies. The Connecticut State Department of Public Utility Control has recently embarked on this regulatory structure to facilitate quality of instructional programming for the state's 26 cable franchise operators (CATV) and other telecommunications (TELCO) operators. The state has progressed from having no regulatory policy on remote educational policy to adopting regulations compelling implementation of quality standards and making information available on the extent and magnitude of instructional programming, as well as assessing the significance of interconnecting institutions across the state. What remains unclear in Connecticut is the cost allocation for the remote educational programs. It remains to be seen how operators will allocate costs corresponding to distance learning. Formation of the statewide informational distance learning network will produce positive outcomes that include increased teacher professionalism, expanded understanding among members of the educational community, and overcoming barriers to learning. Three tables illustrate the discussion. (SLD)

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ED 365 292 IR 016 464

Field Hearing on the Office of Educational Research and Improvement OERI . Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (New York, NY, March 8, 1993).
PUB DATE- 93
NOTE- 87p.; Serial No. 130-18.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Black Students; *Curriculum Development; *Educational Administration; Elementary Secondary Education; Expenditures; Federal Government; Federal Legislation; Government Role; Hearings; Policy Formation; *Problems; Public Policy; Purchasing
IDENTIFIERS- African Americans; Congress 103rd; House of Representatives; *New York City Board of Education; *Office of Educational Research and Improvement

This hearing examines issues related to proposed legislation that would strengthen the capacity of the U.S. Department of Education Office of Educational Research and Improvement to deal with two widespread problems: (1) mismanagement, corruption and waste in non-instructional educational services resulting from the failure of governors, mayors, and school boards to exercise their policymaking and oversight powers; and (2) incompetence and blundering in curriculum development, including multicultural curricula that could improve thinking project in a high school in Vermont. Chapter 2 provides a description of the expansion of the project to include a network of two middle schools and four high schools. Chapter 3 describes components of the systems thinking approach, including the theory, the hardware, and the software. Chapter 4 reviews the problems, issues, questions, and dilemmas encountered in the project. In chapter 5, a matrix of teacher patterns of adaptation to technology is developed, and vignettes of prototypic project participants are presented, detailing the ways they employ systems thinking in their instructional activities. Chapter 6 explores the future research agenda for the project and suggests that the methods will continue to undergo change and refinement. The last section of chapter 6 draws out preliminary policy implications from the project for the future of the teaching profession. The volume has three appendices which include descriptions of eight schools participating in the project, a draft model of a computer-based curriculum innovation, and a list of past and present participating teachers and project directors. (TMK)

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ED 365 311 IR 016 525

White, Charles E., Jr.
Creating and Evaluating a Hypertext System of Documenting Analytical Test Methods in a Chemical Plant Quality Assurance Laboratory.
PUB DATE- 93
NOTE- 86p.; Master's Thesis, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemical Industry; Documentation; *Hypermedia; Participant Observation; *Quality Control; Questionnaires; Test Content

The purpose of this study was to develop and implement a hypertext documentation system in an industrial laboratory and to evaluate its usefulness by participative observation and a questionnaire. Existing word-processing test method documentation was converted directly into a hypertext format or "hyperdocument." The hyperdocument was designed and structured according to principals found in the literature of hypertext. It was evaluated for three months in a chemical plant quality assurance laboratory where 16 people were employed who used the hyperdocument. The hyperdocument was made available for use, but the laboratory's paper documentation was still available. Observations, discussions, and a questionnaire were used to collect the data. Participants tended to like the hyperdocument, they found it easy to learn how to operate, easy to use, and most said it was useful. They tended, however, to use it infrequently. Hyperdocument maintenance was found to be somewhat time consuming, but not unreasonably difficult. It was concluded, therefore, that: (1) the design and structuring principals given in hypertext literature led to an easy-to-use product; (2) maintenance was not too difficult; and (3) the hyperdocument was a useful and effective tool for documenting test methods in a laboratory. A copy of the evaluation questionnaire is included. (Contains 26 references.) (Author/TMK)

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ED 365 312 IR 016 526

Alternative Assessment and Technology. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Reference Service Manual, Calvin T. Ryan Library, University of Nebraska at Kearney. Revised.
PUB DATE- Oct 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Community Information Services; Delivery Systems; Higher Education; *Information Dissemination; Interlibrary Loans; *Librarians; Library Instruction; Library Role; *Library Services; *Reference Services; Staff Development; *User Needs (Information)
IDENTIFIERS- University of Nebraska Kearney

This manual presents guidelines for providing reference service of the highest possible quality consistent with available resources. The manual is designed for orienting new staff users and serves as a source of information for librarians about departmental policy. The major goals of the reference department of the University of Nebraska (Kearney) are to facilitate access to library collections and their informational content and to support the instructional programs of the university through library and bibliographic instruction. Manual sections include: (1) an introduction; (2) library users; (3) priorities for service; (4) desk service; (5) reference desk staffing policy; (6) interlibrary loan service; (7) bibliographic services; (8) reference correspondence; and (9) orientation and instruction. (SLD)

ED 365 333 IR 054 780

Walne, Peter, Comp.
Selected Guidelines for the Management of Records and Archives: A RAMP Reader.
PUB DATE- Mar 90
NOTE- 223p.; Light type throughout document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Archives; Automation; Books; Databases; Information Retrieval; Oral History; Photographs; *Preservation; Public Policy; *Records Management; Reprography; Standards
IDENTIFIERS- United Nations

The guidelines contained in this book are taken from studies published by UNESCO's Records and Archives Management Program (RAMP) between 1981 and 1987. Each set of guidelines is accompanied by an introduction to provide chronological or methodological context. The guidelines are titled as follows: (1) "The Use of Sampling Techniques in the Retention of Records" (Felix Hull); (2) "Guidelines for Curriculum Development in Records Management and the Administration of Modern Archives" (Michael Cook); (3) "The Archival Appraisal of Moving Images" (Sam Kula); (4) "Obstacles to the Access, Use and Transfer of Information from Archives" (Michel Duchein); (5) "Development of Records Management and Archives Services within United Nations Agencies" (Marie Charlotte Stark); (6) "The Preservation and Restoration of Photographic Materials in

*Public Health; *Public Policy; Reference Materials; *Research Tools
IDENTIFIERS- *Health Information; New Mexico State University

Conducting research in the field of public health care policy requires the use of many different materials in the library. This guide provides a bibliography of useful tools as well as a basic strategy to follow when researching a topic. The following tools are included in the guide: indexes and abstracts; books; statistics; government documents; legal materials--United States; and legal materials--New Mexico. Under each section, there is a description of the tool and an annotated listing of specific examples in that category. This annotation includes publication information and scope of the source. There are 73 sources of public health care policy listed in all. (JLB)

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ED 365 353 IR 054 813

Smith, Jeanette, Comp.
Who Do You Think You Are? Library Resources in Genealogy.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Family History; *Genealogy; Higher Education; *Information Sources; Library Materials; Reference Materials; Research Tools; *Resource Materials
IDENTIFIERS- New Mexico State University

Conducting research in the field of genealogy requires the use of many different historical and recent materials in libraries and elsewhere. This guide provides an annotated bibliography of useful library tools, a basic strategy for research, and a list of other sources of information to help trace a family tree. Although comprehensive, this bibliography is by no means an exhaustive list of genealogical sources; rather, it is meant as an introduction to categories of materials. The following types of sources are included in the bibliography: handbooks and guides (17 titles); dictionaries (8 titles); indexes (10 titles); directories (16 titles); bibliographies (21 titles); newspapers and newspaper indexes (6 titles); census records (8 titles); military records (6 titles); church and cemetery records (2 titles); land records (2 titles); periodicals (13 titles); history and family histories (3 titles); agencies (9 titles); and other sources of information (13 titles). (JLB)

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ED 365 354 IR 054 815

Preston, Nancy R.
Access Points to ERIC: Update 1992. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Bibliographic Databases; Dial Access Information Systems; Information Networks; *Information Sources; Information Technology; Local Area

are guided toward becoming self-directed learners. In general, though teachers may feel there has been little measurable progress, students seem satisfied with their achievements, highlighting such accomplishments and benefits to their daily lives as "I learned to use the computer to write papers," "I'm getting better at multiplication tables," and "Reading improvement helps me with Sunday school teaching." Asked how the program might be improved, individual students suggested more hands-on learning, group work, rules and directions, and homework, but the majority of students indicated that they were satisfied with the program as it was. Handouts on the STEP philosophy, the STEP questionnaire, goal setting, individual interview questions, and student progress/planning report forms are included. (Author/ECC)

ED 365 371 JC 940 035

Boese, Larry; Birdsall, Les
Instructor Grading Variation and Its Implications for Assessment, Advising, and Academic Standards.
PUB DATE- 4 Mar 93
NOTE- 14p.; Paper presented at the Annual Research Conference of the Research and Planning Group for California Community Colleges (Lake Tahoe, CA, March 3-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Correlation; Grade Prediction; *Grades (Scholastic); Predictor Variables; Regression (Statistics); *Statistical Data; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Diablo Valley College CA

The Diablo Valley College (California) Research Office assessed the variation of grades in multiple-section courses and its impact on the ability to predict student success. All classes selected for the study were general education offerings applicable for the Associate of Arts degree and/or transfer, and were taught by more than one instructor. A grade point average (GPA) was computed for each instructor with an A grade equal to 4 points, B=3, C=2, D=1, and F=0 and W (withdrawal)=1. The GPA's were compared for all instructors in each class, and variation was calculated once with W's included and once with W's excluded. Including W's, instructor GPA's varied by a low of 0.6% for an administration of justice course to a high of 18.1% for an anthropology course. Excluding W's, grade variations ranged from 0.2% for a history course to 23% for a physics course. Grading variation for a course did not appear to depend on the number of instructors teaching the course. Other predictor variables examined in the regression analyses of selected courses included student age, gender, ethnicity, educational level, work hours, cumulative GPA in other courses, and high school GPA. The study report includes graphs showing the results of regression analyses for particular courses. (ECC)

ED 365 372 JC 940 036

Peer Mentoring Program Handbook.
PUB DATE- Dec 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

management was the most popular major, while the majority of graduate degrees awarded were in the field of education. The bulk of the report consists of charts and tables providing data on: degrees conferred, 1980-1992; degrees by discipline; degrees by gender; degrees by racial or ethnic group; number of degrees conferred by subject area; and percent of degrees conferred by campus by gender, racial or ethnic group, and subject area. (ECC)

ED 365 388          JC 940 065

Academic Faculty Salary Study for 1991-92 at Principal Land Grant Universities and Academic Faculty Salary Study for 1991-92 at Medium-Enrollment Urban Community Colleges.
PUB DATE- Dec 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Comparative Analysis; *Compensation (Remuneration); Employment Patterns; Higher Education; *Land Grant Universities; National Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

Presenting data on academic faculty salaries and compensation nationwide and in the University and Community College System of Nevada (UCCSN), this report highlights two studies of salaries at 51 land grant universities and at 42 medium-enrollment urban community colleges for the years 1985-86 through 1991-92. Data for both studies were obtained from the American Association of University Professors' annual survey of faculty compensation, and each study is divided into two sections dealing with national data and UCCSN data, respectively. The first part presents data on public universities, collecting information on salaries and compensation for one university from each state and both the University of Nevada, Las Vegas (UNLV) and the University of Nevada, Reno (UNR). This section indicates that in 1991-92 the average national salary rose 7.2% from the 1989-90 averages, the average UNR salary rose 11.1% in the same period, while the average UNLV salary rose only 4%. The second part presents data on 42 urban community colleges and two Nevada community colleges, Community College of Southern Nevada (CCSN) and Truckee Meadows Community College (TMCC). Data in this part indicate that average community college salaries in 1991-92 rose nationally 10.3% from the 1989-90 averages, the average CCSN salary rose 13.7% over the same period, while the average TMCC salary rose 9.2%. Tables of salaries and institutional rankings for 1985-86 through 1991-92 are included. (ECC)

ED 365 389          JC 940 066

University and Community College System of Nevada. Enrollment Report, Fall 1993.
PUB DATE- Dec 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Full Time Students; Higher Education; Noncredit Courses; Part Time Students; School

students were able to use the SPSS software and express pride in their computer skills and appreciation for the computer resources available. (AC)

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ED 365 406 JC 940 167

Meinster, Martha O.; Rose, Karen C.
Cooperative Testing in Introductory-Level Psychology Courses.
PUB DATE- Mar 93
NOTE- 22p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Cooperative Learning; *Evaluation Methods; Higher Education; Learning Strategies; Scores; *Student Attitudes; *Student Evaluation; Test Anxiety; Testing; *Tests; Test Wiseness
IDENTIFIERS- *Cooperative Test Taking

A study was conducted to determine whether cooperative testing would result in better performance and less anxiety than individual testing. Two sections of a developmental psychology class used cooperative testing, and a third section used traditional testing methods. Four multiple choice tests containing 50 items were administered to each group, with items equally divided between easy and moderately difficult items. Each student had his/her own answer sheet which contained items asking for a rating of anxiety and expected performance and an indication of preferred type of testing. Test completion times were noted when students turned in their exam. Several days prior to the first cooperative exam, students were told that they could pick a partner for the next exam, but that they would each turn in their own answer sheets. They were allowed to change partners for the second cooperative examination and were not required to participate. In one class section, 7 of 34 students chose not to participate, while in the second section 9 of 24 chose not to participate. The mean test scores of the non-participating students did not differ significantly from the means of the subjects taking individual tests. At first glance, cooperative testing seemed to produce superior performance; however, not all students benefited equally from cooperative testing. The two cooperative-testing class sections showed very different patterns of performance. Though there were no differences in anxiety between students using cooperative and traditional testing methods, students who used both methods showed a strong preference for cooperative testing. (AC)

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ED 365 407 JC 940 168

Cunningham, Paul F.
The Senior Coordinating Seminar As a Vehicle for Assessment of the Major.
PUB DATE- Mar 93
NOTE- 44p.; In: Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (7th, Ellenville, New York, March 24-26, 1993); see JC 940 159.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Families.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- Mar 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Welfare; Cooperative Planning; Cooperative Programs; *Day Care; Early Childhood Education; Educational Improvement; *Family Programs; High Risk Students; Program Improvement; School Readiness; *Young Children
IDENTIFIERS- National Education Goals 1990

This paper discusses the importance of collaboration across social service and educational sectors as a way of achieving a coherent and integrated system that assures that young children receive the high quality of care and education they need and that also maximizes the use of federal, state, and local resources. Section 1 of the paper discusses the nation's commitment to six education goals and the challenges of finding more effective means whereby programs for the poor and the working poor, especially child care and early childhood programs, can reach the children who need them. Section 2 explores the extent to which all children are ready to learn and the extent to which society is ready to support young children. The characteristics of an early care and education system that works for children and families are explored in section 3. Section 4 describes the major sources of new or expanded support for young children and their families. Section 5 identifies the need to create a shared vision for young children and their families, and to establish a sustainable cross-sector mechanism to carry out long-term planning and implementation to bring the vision to reality. This section also discusses the need to build linkages among the various program components, develop joint or coordinated responses to problems in the current set of programs and services, and strengthen the overall capacity to connect disadvantaged families to high-quality developmental services. A 22-item bibliography on early childhood programs and new funding is included. (SM)

ED 365 426 PS 021 803

Poor Preschool-Aged Children: Numbers Increase but Most Not in Preschool. Briefing Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Jul 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Attendance Patterns; *High Risk Students; Parent Background; Population Trends; *Poverty; *Preschool Children; *Preschool Education; Program Improvement; Socioeconomic Influences
IDENTIFIERS- Special Needs Children

Noting that the increase in the number, diversity, and needs of disadvantaged preschool-aged children poses potential obstacles to achieving the first National Education Goal that by the year 2000 all children in American will start school ready to learn, this document details the number and characteristics of 3- and 4-year-old preschoolers, and shows how the number and with accountability at both levels; and (5) responsibility for the new model should be shared by national and local government, teacher organizations, parent groups, and other interested parties. In the specific area of early childhood educare, the ERS recommends that distance education should be encouraged through the funding of suitable preschool television and radio programs and the development of instructional video programs to train adults to assist in the early childhood learning environment. It also recommends a preprimary bridge program for children not yet ready for the first year of schooling. Plans to provide 7, 8, or even 9 years of compulsory, state-financed education for all South Africans are considered economically unrealistic, however, considering present governmental allocations to education. (MDM)

ED 365 446 PS 021 943

Atmore, Eric
Empowering Adults in the Educare Community through Organisation and Financial Training.
PUB DATE- Jun 90
NOTE- 11p.; For related documents, see PS 021 935-942.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Community Responsibility; Cooperative Programs; *Day Care; Foreign Countries; Management Development; *Parent Participation; *Preschool Education; *School Administration; *Self Help Programs; Seminars; Technical Assistance
IDENTIFIERS- *Community Empowerment; Educare; *South Africa

It is the right and responsibility of every community to take charge of the provision of preschool educare for its children. Many dispossessed communities in South Africa have lacked the skills necessary to organize and manage educare projects and schools. Many current educare projects are often completely or partially controlled by organizations or people outside of the community. A prime task of organizations in the educare field must be the transfer of information and knowledge to communities so that they can take charge of preschool educare provision. To address the twin problems of lack of skills and outside control, the Grassroots Educare Trust has developed community organization and financial training curricula that aim to empower community groups with the skills necessary to effectively and efficiently control preschool educare. The community organization training curricula consists of 12 workshop sessions on the following topics: (1) the educare community; (2) the educare center; (3) premises; (4) meeting procedure; (5) the process of deciding; (6) problem solving; (7) the constitution; (8) ways of looking after money; (9) budgeting; (10) techniques for fundraising and applying to funders; (11) interpersonal relationships; and (12) relationships with other organizations. (MDM)

ED 365 447 PS 021 944

Flood, Marilyn J., Ed.
Where They Stand: A Digest of Organizational Policies on Child Care and Education.
PUB DATE- Mar 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Noting the growing consensus among researchers and policy makers that prevention of learning problems makes much more sense than remediation, this book reviews research into the effects of various early childhood interventions on the academic performance of young children, particularly those who are at risk for reading failure. The reviews presented use a review method called best-evidence synthesis, a technique combining meta-analytic and traditional narrative elements. The book's nine chapters are: (1) "Preventing Early School Failure: The Challenge and the Opportunity" (Robert E. Slavin); (2) "Off to a Good Start: Effects of Birth to Three Interventions on Early School Success" (Barbara A. Wasik and Nancy L. Karweit); (3) "Can Preschool Alone Prevent Early Learning Failure?" (Nancy L. Karweit); (4) "Issues in Kindergarten Organization and Curriculum" (Nancy L. Karweit); (5) "Extra-Year Kindergarten Programs and Transitional First Grades" (Nancy L. Karweit and Barbara A. Wasik); (6) "School and Classroom Organization in Beginning Reading: Class Size, Aides, and Instructional Grouping" (Robert E. Slavin); (7) "Preventing Early Reading Failure with One-to-One Tutoring: A Review of Five Programs" (Barbara A. Wasik and Robert E. Slavin); (8) "Success for All: A Comprehensive Approach to Prevention and Early Intervention" (Robert E. Slavin and others); and (9) "Preventing Early School Failure: Implications for Policy and Practice" (Robert E. Slavin). References are included with each chapter. (TJQ)

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ED 365 468          PS 022 029

Blank, Helen
Using Federal Funds To Improve Child Care. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Certification; *Day Care; Early Childhood Education; *Educational Improvement; *Educational Quality; *Educational Supply; Individual Needs; Low Income Groups; National Surveys; Salaries; School Age Day Care; *State Programs; Statewide Planning
IDENTIFIERS- Caregiver Training; *Child Care and Development Block Grants; Child Care Needs; Childrens Defense Fund; ERIC Digests; Infant Care; Resource and Referral Service

New federal money for child care, flowing to the states as a result of the landmark 1990 child care legislation, titled the Child Care and Development Block Grant Act, has prompted states to make significant improvements in state child care programs and policies. Based on a national survey conducted in 1993 by the Children's Defense Fund (CDF), this digest reviews ways that states are using federal funds to invest in child care quality and supply. The digest focuses on eight areas of child care needs: (1) licensing and monitoring; (2) resource and referral services; (3) child care for infants, school-age children, and special needs children; (4) child care for low-income families; (5) comprehensive and enriched services; (6) training for providers; (7) salaries; and (8) statewide planning. The CDF report indicated that block grant money has been used by states to provide grants to providers to help them meet licensing requirements; to expand or improve programs for children with special needs; to raise reimbursement rates to low-income families; to supplement Head Start programs by

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Community Services; *Educational Needs; Elementary Secondary Education; *Health Needs; Health Services; *Hispanic Americans; Human Services; Immigrants; Limited English Speaking; *Needs Assessment; *School Attitudes
IDENTIFIERS- *Oklahoma (Oklahoma City)

A survey of Hispanic residents of Oklahoma City assessed their knowledge of and need for health, social, and educational services. Home interviews were conducted with 212 Hispanic households in areas identified as having a high density of Hispanics. One adult was interviewed in each household. Interviewee characteristics included 28% under age 25, 54% female, 60% married, 84% with children, 63% with no formal education in English, 74% with less than 7 years schooling, 59% currently employed, and 70% immigrant. About half indicated a preference for communication in Spanish, while about a third were bilingual with no language preference. Respondents were generally uninformed about community services and indicated a number of needs that could be met by available services. The highest priority was given to educational needs, particularly English classes, GED instruction, and adult literacy programs. There was also a high level of perceived community need for health-related services. The highest priority human-services needs were job placement, housing, crisis intervention, and day care. Of respondents with children currently or recently in school, 72% expressed satisfaction with their children's schooling, and few endorsed needs for bilingual education, smaller classes, or other educational change. Over 70% saw a need for recreation centers for youth, and about half supported needs for alternative education and counseling services for troubled youth. (SV)

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ED 365 486 RC 019 433

Migrant Farmworkers in the United States. Implementation of the Helsinki Accords. Briefings of the Commission on Security and Cooperation in Europe (July 20, 1992; October 9, 1992; February 19, 1993; March 1, 1993; April 8, 1993).
PUB DATE- May 93
NOTE- 458p.; Photographs will not reproduce clearly. Contains some broken type.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Laborers; Child Labor; Elementary Secondary Education; Hearings; Labor Legislation; *Migrant Children; Migrant Education; Migrant Health Services; *Migrant Problems; *Migrant Workers; Migrant Youth; *Work Environment
IDENTIFIERS- *Helsinki Final Act

The Commission on Security and Cooperation in Europe (CSCE) monitors and encourages human rights compliance by signatories of the Helsinki Final Act of 1975. Language pertaining to migrant workers is found in all major CSCE documents, and the examination of migrant farmworker issues represents part of the Commission's ongoing review of U.S. compliance with CSCE concerns. Five days of public hearings addressed: (1) farm labor market economics, demographics, living conditions, and the status of migrant farmworkers in the United States; (2) health and safety, including effects of pesticides; (3) children's issues, including education and day care; (4)

contains handwritten data.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Assessed Valuation; *Budgets; Elementary Secondary Education; *Enrollment; *Expenditure per Student; Rural Schools; School Districts; *School District Spending; School Personnel; *School Taxes; *Small Schools; Teacher Salaries; Teacher Student Ratio; Wages
IDENTIFIERS- *Montana

This report presents data on enrollments, levies, budgets, costs per pupil, and teacher salaries in 82 of Montana's 98 small rural (Class "C") school districts for fiscal year 1993-94. The average enrollment was 143 students in elementary schools and 68 students in high schools. Costs per pupil to the general fund budget without special education averaged $4,233 in elementary schools, $7,803 in high schools, and $6,762 in K-12 districts. The pupil/teacher ratio averaged 13.5 in elementary schools, 8.4 in high schools, and 9.1 in K-12 districts. Teacher salaries averaged $23,380. Data tables provide the following information for each school district: (1) enrollment; (2) taxable valuation (total and per pupil); (3) guaranteed tax base per mill; (4) general fund budgets without special education (total and per pupil); (5) over base budget in dollars; (6) over base levy mills required; (7) general fund reserve as percent of general fund; (8) special education budget and FTE personnel; (9) transportation budget cost per pupil; (10) teacher salaries as percent of total general fund; (11) teacher/pupil ratio; (12) teacher salary schedules; and (13) wages and salaries for instructional aides, noncertified staff, and extra duty. (SV)

ED 365 505 RC 019 468

Reaching for the Sun. A Guide to the Early History and the Cultural Traditions of Native People in Manitoba.
PUB DATE- 93
NOTE- 115p.; Photographs may not reproduce clearly. This publication is also available in French.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indians; *Canada Natives; Cultural Activities; *Cultural Education; Culture Contact; Dance; Eskimos; Foreign Countries; Intergroup Relations; Legends; Material Culture; Metis (People); Music; Mythology; North American History; *Oral Tradition
IDENTIFIERS- *Manitoba

This publication provides teachers with a practical resource of information on the early history, cultural heritage, and traditions of Native people in Manitoba. Sections 1 and 2 draw from archeological evidence and oral tradition, respectively, to present two different perspectives on the origins and lifeways of early peoples. The academic historical account covers: (1) settlement of Manitoba by waves of migrating peoples from 11,000 to 1,000 years ago, early technical innovations, trade networks, and early agriculture; (2) relationships among the Cree, Assiniboine, Dene, and Inuit in the early postcontact period; (3) the fur trade and the buffalo hunt; (4) treaties; and (5) changing Native societies in the 1800s. Oral tradition includes mythology, which explains the

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Calculus; College Mathematics; *Computer Assisted Instruction; Computer Uses in Education; Higher Education; *Mathematical Logic; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Programming; *Proof (Mathematics); *Skill Development
IDENTIFIERS- *Propositional Logic

The objectives of this research were to review existing computer-assisted instruction systems for propositional calculus proofs or elementary logic and to develop an instructional computer program that guides students in the valid construction of propositional calculus proofs. The system is unique in that it provides assistance at each step of the proof evaluation. This assistance exists in the form of correcting user input and giving hints that will lead to the correct evaluation of the proof. The program also has the ability to suggest the correct axiom to use in a line of proof. The program is able to evaluate any proof that uses the elementary rules of logic, such as logical equivalence, logical implication, and rules of inference. (Author)

ED 365 525 SE 053 909

Brown, Mary Jo McGee
Teaching as an Interpretive Inquiry Process.
PUB DATE- Oct 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Educational Development Center on Action Research and the Reform of Mathematics and Science Education (Cape Cod, MA, October 15-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Environment; Elementary Secondary Education; *Ethnography; Inquiry; *Mathematics Instruction; Models; *Questioning Techniques; Research Methodology; Teacher Student Relationship
IDENTIFIERS- *Psychosocial Factors

An ethnographic approach to teacher action research is presented in this paper. The paper argues that an ethnographic, rather than a qualitative approach, should be considered by teachers wishing to engage in interpretive inquiry (action) research because of the focus on classroom and larger cultural contexts on the teaching-learning situation. Issues such as multiple perspectives, subjectivity, role of culture, data analysis and interpretation, and teacher issues related to action research are discussed. The paper proposes an ongoing interactive model of interpretive inquiry research in the teaching-learning context in which teacher-generated questions lead to data collection, analysis, and interpretation, which then leads to both needed changes in instruction and the generation of additional questions to be researched. (Contains 36 references.) (Author)

ED 365 526 SE 053 911

Jegede, Olugbemiro J.
African Cultural Perspectives and the Teaching of Science.
PUB DATE- Apr 93
NOTE- 15p.

Society for Research in Child Development (New Orleans, LA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Concept Formation; *Databases; Electricity; Elementary School Students; *Intermediate Grades; Learning Theories; Metacognition; *Peer Groups; *Science Instruction
IDENTIFIERS- Toronto Public Schools ON

The purpose of this study was to examine how students acquire their knowledge through peer collaboration in a new educational environment called "Computer Supported Intentional Learning Environment (CSILE)." Twenty-seven 5th- and 6th-grade students were instructed to create their collective database for a study topic, "electricity." Their reported thoughts were shared with others in the database, and the others could easily comment on the thoughts. Thus, mediated by the database system, students were allowed to asynchronously collaborate with their friends. Based on the quality of their finally constructed knowledge in the database, students were divided into three types of learners: (1) Good Theory Builders, (2) Average Theory Builders, and (3) Poor Theory Builders. The processes of students' learning were compared among the types of learners based on the records of their computer manipulation. The results showed: (1) that successful learners planned their learning in the initial period and constantly produced their thoughts in the database; (2) that successful learners spent much metacognition effort on their evidence but not on their theories; and (3) that successful learners effectively used their personal resources in the classroom to construct their theories in the second half of learning. (Author)

ED 365 547 SE 054 007

Science for All and the Quality of Life. Report of the UNESCO/APEID Regional Workshop on Science and Technology Education at Lower Secondary Level (Kathmandu, Nepal, March 12-21, 1990).
PUB DATE- 91
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Community Involvement; *Educational Change; *Educational Policy; Foreign Countries; *Science Curriculum; Science Education; *Science Instruction; *Scientific Literacy; Secondary Education; Secondary School Science; Teacher Education; Technology Education
IDENTIFIERS- *Asia; *Science For All Programs

This book is the report of the UNESCO/APEID Regional Workshop on Science and Technology Education at Lower Secondary Level. Part I is the Source Book which has three chapters. Chapter 1 is on emerging policy and strategy aspects for science and technology education at the lower secondary level. Chapter 2 discusses the implications for teacher training and orientation of other education personnel, the community, and parents. Chapter 3 contains examples of application to real-life situations. This part has been written in the form of a source book for reform of science and technology education at the lower secondary level. It discusses the kind of science and technology that will be required in the next decade. It analyzes issues that need to be resolved when reforming science and technology

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; *Data Interpretation; Higher Education; Interpersonal Communication; Researchers; *Research Methodology; Rewards; Social Science Research; State of the Art Reviews; Statistical Analysis
IDENTIFIERS- *Overjustification

This document examined studies of the overjustification effect. Many studies examining the phenomenon were conducted during the 1970s; findings appeared to be accepted without qualification. It is unclear whether researchers conducted the studies with the proper methodologies and interpreted results correctly. Such factors included the type of reward, expectancy of reward, level of performance demand, and type of feedback. Any study of the overjustification effect should ensure that: (1) claims are properly drawn from data; (2) baseline levels do not differ significantly among treatment groups; (3) valid measures are used for intrinsic interest; (4) results are interpreted properly; (5) only accepted, conventional p values are used; and (6) if claims of behavioral effects of extrinsic rewards are to be made, measures of observed behaviors are used. An analysis of nine such experiments showed that the experiments employed poor methodology and weak or faulty claims. Few studies contained proper claims based on data analysis in both the results and discussion sections. Five studies used unconventional p values. Overall, the articles were not up to the standards of publication in a professional journal. Many qualifications examined in most of the articles are still open to question and await examination in studies with appropriate methodology and design. A reference list identifies the nine studies analyzed; an appendix presents a checklist used in evaluating the studies. (SG)

ED 365 569 SO 023 166

The Busy Citizen's Discussion Guides. Suggestions for Informal Conversations: Racism and Race Relations; Sexual Harrassment; Civil Rights for Gays and Lesbians.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Civil Liberties; *Cultural Differences; Group Discussion; *Homophobia; *Homosexuality; *Racial Bias; *Racial Relations; *Sexual Harassment; Social Attitudes
IDENTIFIERS- Diversity (Groups)

This set of discussion guides includes units on "Racism and Race Relations"; "Sexual Harassment"; and "Civil Rights for Gays and Lesbians." Each guide presents a brief introduction to the issue and suggestions for ways to discuss both personal attitudes and public policy. Cases, examples, questions, and a range of views serve as starting points for discussions. The package also includes a booklet that offers suggestions for organizing and leading discussion programs. The guides are part of a series that seeks to promote informed, thoughtful dialogue among groups of individuals concerning issues of diversity. (SG)

ED 365 570 SO 023 292

Peace, Security, and International Conflict Management.

understanding of such issues develops through examination of the issues as faced by President Washington and two of his closest advisors, Alexander Hamilton and Thomas Jefferson. At some points, the text calls upon students to act as advocates, elsewhere, as critics. In working with the material, students must think through the issues, organize their thoughts, and express those thoughts orally and on paper. Some of the chapter topics are "The New Nation", an introduction to the unit's major issues; "Paying the National Debt"; "Neutrality and the Jay Treaty"; and "Jeffersonians in Office." The document includes a foreward, an introduction, an explanation of sources, and suggested student readings. (SG)

ED 365 588 SO 023 531

South Carolina Voices: Lessons from the Holocaust.
PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Elementary Secondary Education; *History Instruction; *Jews; Learning Activities; Maps; *Nazism; Primary Sources; Racial Bias; Racial Discrimination; State Curriculum Guides; *World War II
IDENTIFIERS- *Concentration Camps; *Holocaust; South Carolina

This resource guide is based on interviews with survivors of the Holocaust and those who took part in liberating them from the concentration camps in World War II. The guide is divided into three main parts: (1) overviews, (2) lesson plans, and (3) student handouts. A Holocaust time line, a glossary of key terms, and an annotated bibliography are included. The seven overviews in the guide provide a summary of topics related to the Holocaust. These short lectures can be summarized by teachers or handed out for reading. The overviews are intended to supplement the information in the students' textbooks on each topic and provide a background for teaching the lessons that follow each overview. The 11 lesson plans are designed to highlight a topic discussed in an overview. Each lesson plan contains a list of materials needed to teach the lesson, a list of key terms or vocabulary introduced in the lesson, and a three step plan for teaching each lesson. A motivational activity introduces each lesson and is followed by suggestions for developing the lesson and ideas for extension or enrichment activities. Most of the 34 handouts are primary source documents. They consist of interviews with South Carolina survivors, original newspaper accounts of events in Germany, Nazi speeches, and testimony at the Nuremburg Trials. Maps of Eastern Europe are included for a map activity. Overviews highlight the history of anti-semitism, Hitler's rise to power, prewar Nazi Germany, the Holocaust, resisters, bystanders and rescuers, and remembering and forgetting. (DK)

ED 365 589 SO 023 532

Singleton, Laurel R., Ed.; And Others
Teaching U.S. History in the Elementary School: An Interdisciplinary Approach.
PUB DATE- 93
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

fits into the curriculum. With advance planning, Law Day can evolve into law weeks, with many participants in the legal system taking part. A successful LRE program requires the support of school administrators and the local bar. Media coverage also can contribute to community support. A sample memo to principals and a school participation request form are included. (SG)

ED 365 607 SO 023 634

Ryan, John Paul, Ed.
Teaching about Family Law .
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Curriculum Development; *Family Life; *Film Study; Higher Education; *Law Related Education; *Teaching Methods; Undergraduate Study
IDENTIFIERS- Court TV; *Family Law

This issue of "Focus on Law Studies" "contains a special emphasis on teaching about law and the family", in the form of the following three articles: "Teaching Family Law: Growing Pains and All" (Susan Frelich Appleton); "The Family Goes to Court: Including Law in a Sociological Perspective on the Family" (Mary Ann Lamanna); and Michael Grossberg's "Bringing the Legal History of the Family into the Classroom." There is an introduction to the topic and a 35-item combined bibliography of teaching family law. (SG)

ED 365 608 SO 023 635

Ryan, John Paul, Ed.
Teaching about Law and Literature .
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - General (020)
DESCRIPTORS- Business Administration Education; *Citizenship Education; Higher Education; *Interdisciplinary Approach; *Law Related Education; *Literary Genres; *Literature Appreciation; Popular Culture; Undergraduate Study; United States History

This issue of "Focus on Law Studies" contains a special emphasis on teaching about law and literature, in the form of the following six articles: "Law and Literature: New Combinations in Teaching" (John Paul Ryan); "Teaching Law and American Literature" (Janet Eldred); "Teaching Law with Sacco, Vanzetti, and the Rosenbergs" (Susan N. Herman); Ann M. Algeo's "Teaching True Crime Literature"; "The Value of Fiction in the Classroom" (Nola Allen); and "Telling Stories in School: Law and Literature as an Approach to the Business Law Curriculum" (Bruce L. Rockwood). Some articles include references. (SG)

ED 365 609 SO 023 652

Thomas, R. Murray
The Nature of Values Education in Southeast Asia.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English

the semester, allowing for continuous feedback to aid instruction. At level 1, the tests focus on three speaking tasks: extended, impromptu speech; group discussion; and an end-of-semester project. The tasks test three modes of speech: talking about oneself, others, experiences; narrating and describing events; and expressing and justifying opinions. At level 2, tests focus on group discussion, public speaking, debating, and an end-of-semester project. Rating scales have been constructed for all tests based on the types of communicative ability required. Continuous testing has reduced test anxiety. Test development is ongoing. (MSE)

ED 365 154 FL 021 774

Preisler, Bent; Caffi, Claudia
Attitudes, Norms and Standardization in English: Some Aspects of the Language in Its Social Context; Metapragmatics and Chauncey Gardener: Toward an Ecology of Communication. ROLIG-papir 50.
PUB DATE- Aug 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Age Differences; Child Language; *Communication (Thought Transfer); Communication Problems; Cultural Context; English (Second Language); Interpersonal Communication; Language Patterns; *Language Role; *Language Standardization; Language Variation; Linguistic Theory; *North American English; *Pragmatics; Second Language Instruction; *Social Attitudes
IDENTIFIERS- Being There; *English (British)

Two papers address different issues in linguistic theory. "Attitudes, Norms and Standardization in English: Some Aspects of the Language In Its Social Context," by Bent Preisler, looks at how attitudes affect language norms and ultimately, standardization in British and U.S. English. It begins with the attitudes and communicative patterns of children and adolescents and the development of male/female speech patterns later in life. After relating this to the process of standardization in society at large, some problems in these specific social contexts are discussed. Implications for the teaching of English as a Second Language are also examined. "Metapragmatics and Chauncey Gardener: Toward and Ecology of Communication," by Claudia Caffi, discusses the role of metapragmatics in the study of human interaction. First, three perspectives on metapragmatics are presented, and then the application of metapragmatic perspective in analysis of empirical data is illustrated in dialogues from the film "Being There." It is argued that metapragmatics allows examination of the unintended meaning assigned to utterances by the character Chance and enables us to make the conditions of interaction explicit. (MSE)

ED 365 155 FL 021 775

Sajavaara, Kari, Ed.; And Others
National Foreign Language Planning: Practices and Prospects.
PUB DATE- 93
NOTE- 235p.; Based on papers presented at the international Conference on National Foreign Language Policies (Jyvaskyla, Finland, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

nature of the interactions among authors and responders in professional journals in the context of how such dialog affects the "states-of-the arts." It articulates the rhetorical strategies in four logics-in-use relating to posited epistemological domains, as well as "validating" the framework in which these domains are explicated. The study surveyed approximately 350 journals in many fields for evidence of comments and critical reactions associated with regular publication and identified 21 such papers. Papers were placed into four contexts of knowing, based on variations of the concepts of regulativeness and constitutiveness of both the knowledge base and of the community. These differences are then labeled as either: (1) methodological correctness and paradigmatic appropriateness, (2) contention and fortification, (3) interpretive appropriateness, or (4) "collective integrity." Study findings suggest that such professional dialog works to maintain and reproduce the logic of the various knowledge contexts, so that while the subject matter written about changes, how the dialog proceeds remains the same over time. An appendix lists the 21 journal articles examined. (Contains 11 references.) (GLR)

ED 365 174 HE 026 854

Antony, Jim
Can We All Get Along? How College Impacts Students' Sense of the Importance of Promoting Racial Understanding. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; College Curriculum; College Students; Educational Environment; Hidden Curriculum; Higher Education; *Outcomes of Education; *Racial Attitudes; Racial Relations; *Student Attitudes; *Student Development; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; *Diversity (Student)

This study, using data collected from 18,817 college students by the American Council on Education and the Higher Education Research Institute, addresses the extent to which college impacts students' sense of the importance of promoting racial understanding. Multiple regression analysis is used to study the manner in which various background characteristics, experiences, involvements, and college characteristics are related to the development of this particular attitude toward diversity. Specifically, the development of this attitude is mediated by many variables that are independent of the student's race, or any other background characteristics, and almost entirely dependent on the sorts of activities and courses she or he elects. These findings strongly support the notion that students' college activities, courses, and involvements are highly predictive of attitude formation regarding issues of diversity, even after controlling for other influences--a finding that provides support for the injection of ethnic/gender studies courses into the curriculum, and the provision of venues for the discussion of diversity issues. Contains 11 references. (Author/GLR)

ED 365 175 HE 026 855

identified, along with data from a recent cycle of reviews. Final estimates on weighted utility values for each of the program reallocation requests (largely targeted on faculty line items) are ranked and illustrated for the decision maker. Eight step-by-step processes in multiattribute evaluation techniques are discussed; as well as several criteria used (i.e., quality of outcomes, centrality to mission, program demand, uniqueness of program, and cost-effectiveness), along with their related measurable attributes. The study examined specific data concerning the performance of 17 identified measurable attributes found within five criteria that were collected from a 2-year study of 16 alternative reallocation requests. The study showed how these 16 alternatives were ranked from the most effective and highest valued option, having a utility value of 81, to the lowest valued request, having a utility value of 16. (Contains 23 references.) (GLR)

ED 365 192 HE 026 873

Whitt, Elizabeth J.
"I Can Be Anything!" Student Leadership in Three Women's Colleges. ASHE Annual Meeting Paper.
PUB DATE- 5 Nov 93
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Coeducation; *College Environment; College Students; Females; Higher Education; *Leadership Training; Organizational Climate; *Single Sex Colleges; Student Development; *Student Leadership; *Womens Education
IDENTIFIERS- *ASHE Annual Meeting; Randolph Macon Womans College VA; University of Richmond VA; Wellesley College MA

A study of student leadership experiences at three women's colleges is described, and its implications for leadership in coeducational settings are examined. A brief review of research on women and leadership in college looks at women students' under representation in leadership roles, some reasons for this situation, female students' self esteem, and the institutional climate for women. The present study investigated how women students in single-sex colleges lead, how they learn to lead, how they described their leadership experiences, environmental factors, and how conditions supporting women's leadership can be fostered in coeducational colleges and universities. The three colleges studied were Wellesley College (Massachusetts), Randolph-Macon Woman's College (Virginia), and Westhampton College (Virginia). Data were gathered in individual and group interviews with students, faculty, administrators, and alumnae, through observation on campus, and document analysis. Results suggest that despite the potential benefits of programs, organizations, and activities for women's leadership development, a number of obstacles exist, including: growing separatism and fragmentation in university communities; questions about balancing women's needs for separate development with needs for group participation; diminishing resources; and lack of commitment. (Contains 78 references.) (MSE)

ED 365 193 HE 026 874

Hanna, Kathryn L.; Swain, Shirley

Universities; National Surveys; Parent Financial Contribution; Public Colleges; State Colleges; *State Universities; *Student Costs; Student Needs; Tuition

The 1990 report on student charges at public colleges and universities describes the costs of attending about 90 percent of the national publicly assisted, four-year institutions. The report uses data compiled by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC). The report covers issues including 2-year comparisons of average undergraduate charges; average room and board costs; and average charges for graduate students and students in first professional schools of law, medicine, dentistry, and veterinary medicine. It also examines current theories among educators and economists about the cause of rising tuition and predications for future trends. For the fourth consecutive year, the most often-cited reason for increases in student charges was faculty salary increases with the following other factors cited in descending order: equipment and facilities replacement and repair, legislative action affecting the relationship between tuition and cost; and decreasing appropriations. Review of recent analysis of rising costs notes attempts to redirect attentions to consideration of enrollment trends and expenditures and economic trends as important factors. Extensive appendices present data tables including cost information for specific colleges and universities. (JB)

ED 365 211 HE 027 002

Stapleton, Laura; Ludwig, Meredith J.
Student Charges at Public Institutions. Annual Survey 1990-91.
PUB DATE- 91
NOTE- 112p.; For related documents, see HE 027 000-003. For the 1988-89 survey, see ED 304 082.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Housing; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Higher Education; Inflation (Economics); Land Grant Universities; National Surveys; Parent Financial Contribution; *Public Colleges; State Colleges; *State Universities; *Student Costs; Student Needs; Tuition

The 1991 report on student charges at public colleges and universities describes the costs of attending about 90 percent of the national, publicly assisted, four-year institutions. The report uses data compiled by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC). The report covers trends in student charges for both member and non-affiliated institutions. It also covers issues including 2-year comparisons of average undergraduate charges; average room and board costs; and average charges for graduate students and students in first professional schools of law, medicine, dentistry, and veterinary medicine. A key finding is that the overall rate of increase in student charges appears to be moderating at public colleges and universities. Faculty salary increases, decreasing appropriations, and repair cost were cited as the forces behind most tuition and fees increases. The average rates of increase for resident and non-resident undergraduate tuition in 1990 were comparable, 7.2 and 7.5 percent respectively. In comparison in 1989 resident undergraduate charges increased 7.7 percent and nonresident

This paper presents an overview of student financial aid in Washington State, reports trends in college costs and state population, and explores the relationship between student aid and broader higher education policies. Chapters include discussions on the following: (1) college costs and affordability; (2) tuition policy and its relationship to student aid; (3) the relationship of student aid to higher education policy; (4) descriptions of Washington State's Need Grant, Work Study, and Opportunity Grant programs; (5) funding formulas and models designed to ensure educational access and measure effort; (6) student financial aid and private institutions of higher education; (7) the importance of developing academic preparedness partnerships, including an example of a successful outreach model; and (8) the effect of student financial aid on academic persistence. The report concludes with a summary of policy recommendations for each financial aid program so that the state can address the future educational needs of its population with adequate funding levels. Appendices provide an outline of Washington State's Student Aid Policy Study and a summary of the state's student financial aid programs. (GLR)

ED 365 232 HE 027 024

Wage Rate Comparability Review Washington State Work Study Program.
PUB DATE- Jun 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Faculty; *Compensation (Remuneration); Higher Education; Part Time Employment; Public Colleges; *Salary Wage Differentials; *State Legislation; *Student Employment; Student Financial Aid; *Work Study Programs
IDENTIFIERS- *Washington

Washington State's Higher Education Coordinating Board undertook a review of the State Work Study (SWS) program requirements related to the classification and compensation of SWS positions at pubic colleges and universities. A task force studying wage rate comparability was convened to review statutory directives related to this issue and to recommend modifications or continuation of existing program requirements, as appropriate. This report presents legislative background information and reports the conclusions and recommendations of the task force. The task force concludes that SWS positions which are comparable to positions classified by the Higher Education Personnel Board (HEPB) must be paid the HEPB-established wage rate. Further, the task force recommends that the focus of determination of comparability be redirected from a comparison of specific job duties and, instead, be based on a comparison of the level of work as described within the Basic Functions and Distinguishing Characteristics sections of the HEPB specification. Appendices, comprising most of the report, provide a description of the legislative basis of the College Work Study Program, the history of the comparability issue, and a 1992 review of wage-rate comparability. (GLR)

ED 365 233 HE 027 025

Unserved Financial Aid Applicants. Update Report.
PUB DATE- Oct 93
NOTE- 11p.

meeting records, lists of Committee members and study guides, and the statute establishing and charging the Committee. (JB)

ED 365 252 HE 027 045

Student Competencies for College Success.
PUB DATE- 23 Apr 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Bound Students; *College Preparation; College School Cooperation; *Competency Based Education; English Instruction; Higher Education; High Schools; History Instruction; Mathematics Education; *Outcomes of Education; Science Education; Secondary School Curriculum; Student Educational Objectives
IDENTIFIERS- *Oklahoma

This document presents a comprehensive set of high school graduation and college entry outcomes and competencies in language arts, mathematics, science, and history for Oklahoma students as developed by college faculty from Oklahoma's higher education system. Each curriculum area's two sections detail recommended topics and skills for high school graduation and recommended outcomes and competencies for college entry. In language arts the outcomes for high school graduation cover language arts, reading, and information skills. The mathematics outcomes include such process outcomes as problem solving, communication, reasoning, and connections as well as content outcomes such as algebra, geometry, functions, statistics, probability, trigonometry, and calculus. Recommended outcomes in science include skills in observing and measuring, classifying, experimenting, interpreting, communicating, modeling, and safety. College entry science outcomes include the same skills as well as knowledge in biology, chemistry, and physics. History outcomes for high school graduation and college entry cover Oklahoma and United States history. Each section lists the faculty who helped develop the competencies for that subject. Appendixes contain correspondence establishing the project, statement of project goals, and an agenda from the meeting that launched the project. (JB)

ED 365 253 HE 027 046

Nordquist, Elise Dallimore
Missing Opportunities: Drop-Outs and a Failure To Find a Mentor.
PUB DATE- 14 Feb 93
NOTE- 36p.; Paper presented at the Annual Meeting of the Western States Communication Association (Albuquerque, NM, February 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Students; *Dropout Attitudes; Dropout Characteristics; Dropout Research; Dropouts; *Family Characteristics; Higher Education; Mentors; Models; Sex Differences; *Sex Role; Student Attrition; Student Motivation; *Teacher Student Relationship
IDENTIFIERS- Protege Mentor Relationship; Tinto (V); *Tinto Model

This study evaluated Vincent Tinto's longitudinal model for student attrition by examining recent college dropouts' perceptions of their experiences and their decision to leave

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Educational Planning; *Expenditures; Higher Education; *Institutional Characteristics; *Mission Statements; *Public Colleges; *Student Characteristics
IDENTIFIERS- *Illinois

Institutional distinctiveness is an important consideration in establishing state priorities, enhancing quality, and improving productivity in Illinois public universities. This report compares and contrasts Illinois' 12 public universities on 24 characteristics to illustrate the diversity among these schools. The characteristics are arrayed in four categories: (1) institutional characteristics, (2) student characteristics, (3) curriculum focus, and (4) finance patterns. The report also presents brief mission statements from each of the schools. These mission briefs focus on existing strengths and priorities of each public university from a statewide perspective. Statistical tables detail the diversity among Illinois' public universities. Table 1 compares public university standard scores on six institutional characteristics. Table 2 provides standard scores for four characteristics of undergraduate students: the proportion of undergraduates over age 24, the proportion of black and Hispanic undergraduates, the proportion of part-time undergraduates, and the proportion of undergraduates who are first-time transfer. Table 3 documents undergraduate orientation of Eastern Illinois University, Western Illinois University, and Illinois State University, and the doctoral orientation at the University of Illinois at Urbana-Champaign. The final table provides five measures of financial diversity. (GLR)

ED 365 273 HE 027 066

Recent Trends in Higher Education Expenditures. Item #1.
PUB DATE- 2 Mar 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Costs; Degrees (Academic); *Educational Finance; *Enrollment Trends; *Expenditures; Financial Support; Grants; Higher Education; Income; *Public Colleges; *Resource Allocation; State Aid; Statistical Data; Trend Analysis; Tuition
IDENTIFIERS- *Illinois

This paper provides nine data tables, constituting nearly the entire report, that indicate current trends in Illinois' higher education expenditure patterns and revenue for its public universities and community colleges. Table 1 compares fiscal years 1990 and 1992 expenditures by sector and by sources of funds showing a 0.2 percent increase from all sources. Table 2 provides operations and grants expenditures from appropriated funds by major function in fiscal years 1990 and 1992. Tables 3 and 4 present a functional allocation of expenditures of state appropriated funds by sector for fiscal years 1990 and 1992. Table 5 provides data on allocations to public universities revealing an increase of $12.9 million, or 0.9 percent, and to community colleges showing an increase of $13.6 million, or 5.3 percent, between fiscal years 1990 and 1992. Table 6 compares enrollments and degrees awarded by sector in fall 1989 and fall 1991 (fiscal years 1990 and 1992). Table 7 presents information performance and reduce drop-out in inner city schools. The hearing examines these problems as they occur in New York City. Testimony and prepared statements were received from: Noreen Connell, Executive Director of Educational Priorities Panel; Elizabeth Holtzman, Comptroller, City of New York; Argie K. Johnson, Deputy Chancellor of Instruction, New York City Board of Education; Bob Law, Director, Respect Yourself Youth Organization and Member of the Board, Education of People of African Ancestry; Stanley S. Litow, Deputy Chancellor for Operations, New York City Board of Education; Adelaide Sanford, New York State Regents; Ed Stancik, Special Commissioner of Investigation for the New York City School District; Major R. Owens, a Representative in Congress from the State of New York; and Donald M. Payne, a Representative in Congress from the State of New Jersey. (KRN)

ED 365 293 IR 016 465

Acker, Stephen R.; And Others
International Academic Joint Ventures: Using Telecommunications and Travel in a Distributed Work Environment.
PUB DATE- May 93
NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Distance Education; *Educational Cooperation; Foreign Countries; Graduate Study; Higher Education; *International Programs; Policy; *Telecommunications; Teleconferencing
IDENTIFIERS- Decision Support Systems; European Community; Internet; Ohio State University; *Telecommunications Policy; United States; University of Amsterdam (Netherlands)

This report describes a collaborative project of Ohio State University and the University of Amsterdam (The Netherlands). Over the course of 12 months, students and faculty from the two universities offered a merged graduate course on telecommunications policy in the European Community and the United States. They reciprocated three week visits and used the Internet, audioconferences, and videoconferences between visits. The purposes of the collaboration were: (1) to exchange country-specific policy expertise; (2) to better understand the social and technical issues of conducting intellectual work among geographically/culturally distributed partners; and (3) to develop a group decision support system that supports a distributed work environment. Issues in developing and implementing international joint ventures are discussed, and the design of an integrated travel and telecommunications academic infrastructure is considered. (Contains 17 references.) (Author/KRN)

ED 365 294 IR 016 466

Aufderheide, Patricia
Media Literacy. A Report of the National Leadership Conference on Media Literacy.
PUB DATE- 93
NOTE- 44p.; Report on the National Leadership Conference on Media Literacy (Queenstown, MD, December 7-9, 1992). A product of the Communications and Society Program.

(ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 4p.; Adapted from an article by Dorothy Bennett and Jan Hawkins in "News from the Center for Children and Technology and the Center for Technology in Education," v1 n3 Mar 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Competency Based Education; Computer Simulation; Educational Cooperation; Educational Objectives; *Educational Technology; Educational Testing; *Evaluation Methods; High Schools; High School Students; Multiple Choice Tests; Portfolios (Background Materials); *Student Evaluation; Technology Education; Thinking Skills; Video Equipment
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation; Portfolio Performance Appraisal Systems

This digest focuses on going beyond multiple choice testing to the development of methods for assessing complex knowledge and performances. Newly designed assessment systems must accurately measure and promote the complex thinking and learning goals that are known to be critical to students' academic success and their eventual sustained achievement and contribution to their communities. The digest discusses performance-based assessment and portfolio assessment as alternative approaches. The contribution that technology can make to the creation of workable and meaningful forms of alternative assessment is also addressed. The digest overviews some of the approaches to alternative assessment that the Center for Technology in Education (CTE) has been investigating. CTE is working in collaborative projects with a variety of schools. Within these projects, CTE has experimented with a number of tasks in the development of technology-based performance assessment records in high school science and mathematics, including computer simulations, oral presentations, paired explanations, progress interviews, and videotaped demonstrations. CTE evaluates student performance on two levels: the quality of the oral presentation and the quality of the device. A list of eight additional readings is provided. (TMK)

ED 365 313          IR 016 527

Svenningsen, Karen
Stereotypes of the Latin Image in American Films: Silent Period to 1945.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Images; Ethnic Groups; *Ethnic Stereotypes; Film Industry; *Films; Latin American Culture; *Latin Americans; Social Discrimination
IDENTIFIERS- Historical Background

This paper presents a history of motion pictures that focuses on how motion pictures, from 1894 to the present, have portrayed Latins. The role that Hollywood has played in the perpetuation of stereotypes is illustrated. There is an explanation of how film has illuminated a world beyond everyday experiences and has introduced the movie-goer to new cultures, countries, and people. The paper postulates that the film industry formed myth

Archives and Libraries" (Klaus B. Hendriks); (7) "A Model Curriculum for the Training of Specialists in Document Preservation and Restoration" (Yash Pal Kathpalia); (8) "The Preservation and Administration of Private Archives" (Rosemary E. Seton); (9) "Planning, Equipping and Staffing a Document Reprographic Service" (James A. Keene and Michael Roper); (10) "The Preservation and Restoration of Paper Records and Books" (Carmen Crespo and Vicenta Vinas); (11) "Records Surveys and Schedules" (Derek Charman); (12) "The Archival Appraisal of Machine-Readable Records" (Harold Naugler); (13) "Archival Appraisal of Records of International Organizations" (Marilla B. Guptil); (14) "Archival and Records Management Legislation and Regulations" (Eric Ketelaar); (15) "The Archival Appraisal of Photographs" (William H. Leary); (16) "Archives, Oral History and Oral Tradition" (William W. Moss and Peter C. Mazikana); (17) "Electronic Records Management and Archives in International Organizations" (Charles Dollar); (18) "An Introduction to Archival Automation" (Michael Cook); (19) "Archives and Education" (Eckhart G. Franz); (20) "Survey on National Standards on Paper and Ink To Be Used by the Administration for Records Creation" (David L. Thomas); (21) "Study on Control of Security and Storage of Holdings" (David L. Thomas); (22) "Access to the Archives of United Nations Agencies" (Bodil Ulate Segura); and (23) "The Archival Appraisal of Sound Recordings and Related Materials" (Helen P. Harrison). A list of RAMP publications as of May 1990 is appended. (KRN)

ED 365 334          IR 054 785

Bibles, Other Scriptures, Liturgies, and Hymnals in Special Media.
PUB DATE- Sep 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Biblical Literature; Blindness; Braille; *Large Type Materials; *Media Adaptation; Physical Disabilities; *Religion
IDENTIFIERS- *Religious Publications

This document lists the sacred texts of many world religions, in a variety of languages, translations, and versions, that are available in special media. The information provided for the materials includes source, medium, availability, and title. Priority was given to citing complete works; portions are listed only if they are unique in availability, narration, or medium. In Section I, scriptures in English are grouped by religion or denomination. The scriptures include the following religions: Buddhist, Christian Science, Hindu, Jewish, Mormon, Protestant, and Roman Catholic. Section II covers scriptures in foreign languages: Arabic, Chinese, French, German Greek, Hebrew, Hindi, Italian, Korean, Norwegian, Portuguese, Russian, Spanish, Tagalog, Telegu, and Urdu. Section III includes hymnals, prayerbooks, and liturgies in the Jewish, Mormon, Protestant, and Roman Catholic religions. Section IV lists commentaries and concordances. The full names and addresses of the sources are found in section V. There is a table of abbreviations and symbols used, as well as a listing of the versions and books of the Bible. Section VI is an addendum to Bibles, other scriptures, liturgies, and hymnals not listed in the 1988 edition. A list of other reference circulars and bibliographies available from the National Library Service for the Blind and Physically Handicapped is included. (JLB)

Networks; Online Systems; Online Vendors; Optical Disks; Reference Materials
IDENTIFIERS- *ERIC; ERIC Digests; Internet; Printed Materials

The ERIC system's commitment to reaching diverse user audiences, coupled with the rapid advancement of information technologies, has resulted in a larger-than-ever selection of access points to ERIC. This digest discusses the original and newer means of accessing the ERIC bibliographic database of education-related materials. The access points discussed are online access through commercial services; CD-ROM; locally-mounted systems and Internet access; and print access. Other topics include acquiring ERIC articles and documents, extension of services beyond the ERIC database, and future plans for ERIC. A source list is included. (JLB)

ED 365 355 IR 054 823

Wills, Deborah
Manual for Support Staff on the Information Desks.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Databases; Ethical Instruction; Foreign Countries; Higher Education; Instructional Materials; Job Performance; Library Education; Library Role; Library Services; Library Standards; *Library Technicians; Optical Data Disks; *Reference Materials; *Reference Services; Training Methods
IDENTIFIERS- Wilfrid Laurier University OT

This manual was produced during the 1992-93 Wilfrid Laurier University in Ontario school year to be used as a reference guide and a training tool for library support staff assigned to work at the library's information desks. Its purpose is to help ensure a uniform standard of service and to provide practical procedures for information and basic reference service. It was compiled using ideas from published reference manuals and staff training materials and from direct observation of the support staff at the information desk. The topics covered in this manual include (1) areas of responsibility; (2) policies of job performance including basic principles, ethical issues, desk duties, the reference interview, answering questions, follow-ups, phone calls, and referrals; and (3) reference tools found in the library, including the online catalog, CD-ROMs, and quick reference tools. An index to the reference tools is included. The reference situations and training questions in the appendices were used in training the support staff but were not included in the actual manual. (Contains 11 references.) (JLB)

ED 365 356 IR 054 841

Turner, Philip M.
Helping Teachers Teach: A School Library Media Specialist's Role. Second Edition.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; Community Colleges; *Counseling Services; Equal Education; *Mentors; *Minority Groups; *Peer Relationship; Program Development; Program Evaluation; Program Guides; Program Implementation; Role Models; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- Santa Rosa Junior College CA

In September 1992, a peer mentoring program was initiated at Santa Rosa Junior College (SRJC), in California, to address the disproportionately low enrollment and retention rates of minority and disabled students. This handbook is designed for colleges considering establishing similar mentoring programs and provides background information on SRJC's program and sample program materials. Following a brief preface, the objectives and outcomes for the first year of the program are described, identifying the main objectives as program development, trainee recruitment, mentor selection, the establishment of outreach programs, high school student recruitment, and increasing the visibility and recognition of underrepresented students at the college. This section also indicates that 40 underrepresented students were enrolled in the program, 30 completed the program, and 20 of these completers were selected to be peer mentors. Information is then provided on project management, the recruitment of peer mentors, the organization of the project advisory committee, the training of mentors through a campus guidance course, extracurricular concurrent activities for mentor trainees (i.e., cultural events, retreats, recognition ceremonies, etc.), the recruitment of student proteges, and the use of student peer mentors as a campus resource. Finally, initial efforts at evaluating the program are described and recommendations for colleges planning to develop a similar program are provided. Extensive appendixes provide sample brochures, forms, and articles related to each of the program's six objectives. (MAB)

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ED 365 373 JC 940 045

Caldwell, Patricia; Scopinich, June
Measuring the Costs of the Curriculum.
PUB DATE- Nov 93
NOTE- 195p.; Materials presented at the Annual Convention of the Community College League of California (San Francisco, CA, November 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *College Curriculum; College Programs; Community Colleges; Costs; Educational Administration; *Educational Finance; Expenditures; *Financial Problems; Financial Support; Institutional Characteristics; *Program Budgeting; Program Proposals; *Resource Allocation; *Retrenchment; *State Aid; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Materials from Southwestern College, the Chancellor's Office of the California Community Colleges, and the California Research Bureau (CRB) are presented to help community college

Demography; State Universities; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

In fall 1993, the University and Community College System of Nevada (UCCSN) enrolled 65,124 state-supported students, and an additional 12,976 students in self-supported programs such as continuing education, correspondence courses, community services, and contract education programs. In fall 1993, for the first time in 9 years, student full-time equivalent (FTE) enrollment in the UCCSN decreased, with both FTE and headcount enrollments reduced by 1.1% over fall 1992. The enrollment decline followed significant funding cuts for the system, which led to systemwide staffing cuts. Systemwide, state-supported fall headcount enrollment increased by 60.4% from 1984 to 1993, an increase of over 24,500 students. Total enrollment in the system's four community colleges increased nearly 65%, from 20,197 students in 1984 to 33,305 students in 1993. The community college increase accounted for 53% of total enrollment growth in the UCCSN over this period. The majority of UCCSN students attend on a part-time basis, with only 31% of 1993 students attending full-time. At community colleges, 87% of the students attend part-time, while 49% of university students attend part-time. Over half (56%) of the students attending UCCSN campuses are women, and 75% are white. The total number of non-resident students enrolled in the UCCSN in 1993 was approximately 6,000, including 1,228 students who enrolled under the system's Good Neighbor Policy. The bulk of the report consists of charts and tables showing enrollment trends by college. (ECC)

ED 365 390 JC 940 067

UCCSN Student Financial Aid Study, 1991-1992.
PUB DATE- Dec 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Assistantships; College Students; Community Colleges; Comparative Analysis; *Educational Finance; Federal Aid; Financial Support; *Grants; Higher Education; Private Financial Support; *Scholarship Funds; State Aid; *State Colleges; State Universities; Student Employment; *Student Financial Aid; *Student Loan Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *University and Community College System of Nevada

A study was conducted of the financial aid awarded to students in the University and Community College System of Nevada (UCCSN) in 1991-92. Study findings included the following: (1) financial aid awards to students attending UCCSN institutions amounted to $43,549,673 in 1992-92; (2) of the $43.5 million awarded, $22,958,948 (52.7%) was in federal assistance, $11,914,900 (27.4%) was in state assistance, $1,507,631 (3.5%) was in institutional assistance, and $7,168,194 (16.5%) was in assistance from private sources; (3) $8,252,456 of state aid to students was in the form of student employment, including graduate assistant wages; (4) the four community colleges in the UCCSN expended a total of $5,253,938 in student financial assistance, of which $4,369,988 (83.2%) was in federal assistance, $436,874 (8.3%) was in state assistance, $78,536 (1.5%) was in institutional assistance, and $368,540 (7%) was in private assistance; (5) in the community colleges, a total of 6,306 awards were given, of which 892 were loans, 4,401 were

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Descriptions; *Curriculum Development; *Evaluation Methods; Knowledge Level; *Program Effectiveness; Program Evaluation; *Psychology; *Student Evaluation
IDENTIFIERS- *Capstone Courses

A capstone course, entitled "Coordinating Seminar," has been developed at Rivier College, a small Roman Catholic liberal arts college in New England, as a vehicle for assessment in the Psychology Department. Assessment has been defined by Rivier College as a collegewide effort to document and verify the amount and quality of educational change in the students between the point of entry and point of completing an academic unit or sequence. To assess the degree to which psychology objectives were being achieved by students, the Coordinating Seminar reviews and coordinates the information about psychology that students have acquired throughout their undergraduate experience, while also focusing on career opportunities, graduate school preparation, and controversial issues in the field. Students are administered 13 weekly take-home and in-class tests based on chapters in the psychology text. Their final examination is an actual 1982-83 Graduate Record Examination (GRE) Psychology Achievement Test. Use of the GRE allows individual student scores to be analyzed to identify content domains in which students do well or poorly. Upon discovering that students did well on social-science-oriented questions, but not as well on experimental or natural-science-oriented questions, the department began to offer courses in cognitive psychology, history and systems, and physiological psychology on alternate years. A capstone course for psychology majors can be an effective vehicle for assessing departmental and institutional goals, but identifying areas of the psychology curriculum in which students are strongest and weakest. Includes a review of selected highlights in the history of assessment in higher education and psychology, a model of curriculum reform, a discussion of how various departments at Rivier College have initiated and strengthened program evaluation through classroom assessment, and course materials for the Coordinating Seminar. (AC)

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ED 365 408            PS 020 740

Helfgott, Kim Pawley
Older Adults Caring for Children: Intergenerational Child Care.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Adult Education; *Child Caregivers; *Child Care Occupations; *Day Care; Day Care Centers; Early Childhood Education; *Intergenerational Programs; Job Training; *Older Adults; Program Descriptions; *School Age Day Care; Volunteers; Volunteer Training
IDENTIFIERS- *Multigenerational Relationship

The result of a project that also developed a database of intergenerational child care program, this publication summarizes intergenerational child care programs in which adults age 55 or older provide child care services to infants, toddlers, and school-age children on a volunteer or salaried basis. Chapter 1 provides a rationale for intergenerational characteristics changed between 1980 and 1990. It also describes the differences in preschool participation rates for children by income level, age, geographic location, and other demographic characteristics. Composed predominantly of tables and graphs, the document presents the data by racial and ethnic group, linguistically isolated households (households in which no one 14 years of age or older speaks English "very well"), parental educational attainment, and parental employment status. The findings presented indicate that during the 1980s, the number of poor, near poor, and at-risk children most likely to face difficulties upon entering school, and who would have benefited the most from preschool programs, increased by 28 percent; the number of poor preschool-aged children increased in 46 states and became more concentrated in parts of the South and Southwest; and children in minority groups comprised about 57 percent of the poor preschool-aged population. (SM)

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ED 365 427 PS 021 814

Hewes, Dorothy W.
Family Roles in America's Utopian Communities from the 1820s to the 1920s.
PUB DATE- 2 Sep 93
NOTE- 25p.; Paper presented at the Meeting of the International Standing Working Group for the History of Early Childhood Education (Sopron, Hungary, September 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Settlements; Early Childhood Education; Educational History; Educational Philosophy; *Family Life; Group Experience; *Parent Child Relationship; Sex Role; Social History; Social Values; *United States History
IDENTIFIERS- *Utopian Literature; *Utopian Societies

This review of the literature about fictional and actual utopian communities focuses on parents and children in American utopias. Introductory comments explore the history and defining characteristics of utopias. The next section highlights references to women, children, education, and parenting in several fictional utopias, including Plato's "Republic," Prospero's island in Shakespeare's "The Tempest," Sir Thomas More's "Utopia," and Thommasco Campanella's "City of the Sun." A section on American utopias begins with the transcendentalist utopia Fruitlands, which based education on controlling habits and senses through the exertion of self-will and in communion with nature, with all adults sharing in children's schooling at home using a system based on Pestalozzi's school in Switzerland. Next, a description of the Brook Farm Association for Industry and Education highlights such features as the association's preschool program. Robert Owen's New Harmony experiment and Etienne Cabet's Icarian utopias are discussed next. These discussions focus on women's role in these societies. Next, an in-depth examination of Lomaland in California provides information on Katherine Tingley and other founders, the utopian characteristics of Lomaland, financial problems, the Rule of Silence, the rejection of corporal punishment, formalized action games, the influence of Buddhism on Lomaland's Theosophy, group houses and dormitories for children after the age of 5 months, children's daily routines, and the role of parents. Concluding comments indicate that the developmental environment for children in utopias was better than that in family homes of the period. Contains 61 references. (AC)

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Agency Cooperation; *Day Care; *Early Childhood Education; *Educational Policy; Elementary Secondary Education; Family Role; Government Role; *National Organizations; *Partnerships in Education; Policy Analysis; *Position Papers; Private Sector; Public Policy; School Role
IDENTIFIERS- Policy Issues

This digest summarizes the specific policies and recommendations of 45 national educational and public policy organizations in the areas of education reform, early childhood education, quality child care, and collaborative approaches to the care and education of children. The major portion of the document is divided into sections highlighting specific organizations. Each section briefly describes the organization, provides abstracts of recent publications or policy statements on specific educational and day care policies, and lists recommendations made by the organization. An opening summary notes that most organizations agreed that: (1) all children should have access to early childhood programs; (2) schools must collaborate with other agencies to deliver ancillary services such as day care and health care; (3) parent involvement must be encouraged; (4) the private sector should play an important role in education and child care; (5) schools must play a larger role in providing day care; (6) all programs should use developmentally appropriate curriculum; and (7) federal and state governments must take a more active role in initiating, implementing, and financing educational and day care programs. Four appendixes provide a chart of organizations' policy positions, a bibliography of organization publications, a list of the 45 organizations with addresses and telephone numbers, and a list of additional resource organizations. (MDM)

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ED 365 448 PS 021 945

Anderson, Jim
Relationships between Parents' Perceptions of Literacy Acquisition and Their Children's Early Literacy Knowledge.
PUB DATE- 12 Jun 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Ottawa, Ontario, Canada, June 12, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Childhood Attitudes; Foreign Countries; *Literacy; Literacy Education; *Parent Attitudes; *Parents; *Preschool Children; Preschool Education
IDENTIFIERS- British Columbia; *Emergent Literacy

A study investigated the relationships between the beliefs which parents hold about literacy learning and their children's early literacy knowledge and perceptions of learning to read and write. Sixteen 3- and 4-year-olds who attended the University of British Columbia Child Study Center completed child literacy and literacy perception tests, while their parents completed parent perception instruments and interviews. Some parents held views consistent with emergent literacy (children's own socialization into literacy), while others held more traditional views (centered on reading and writing alone). On the basis of their parents' scores, the children were divided into an emergent literacy group or a traditional group. The traditional group scored higher on measures of emergent literacy knowledge and perceptions of themselves as readers enriching program services or extending program hours; to fund training for rural providers and pay for providers' coursework toward credentials or degrees; and to create advisory committees for implementing the block grant. Despite these gains, the need for child care assistance remains huge. Federal, state, and local governments must collaborate with the private sector, religious organizations, and volunteer groups to meet the child care needs of low-income families. (BC)

ED 365 469 PS 022 030

Mallory, Bruce L., Ed.; New, Rebecca S., Ed.
Diversity & Developmentally Appropriate Practices: Challenges for Early Childhood Education.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; *Cultural Differences; Cultural Influences; Disabilities; *Early Childhood Education; *Educational Practices; *Educational Research; Individual Differences; Politics of Education; *Racial Differences; Teacher Role; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; *Diversity Concept; Inclusive Educational Programs; Socioeconomic Diversity

The current conceptualization of what is appropriate in early childhood education is overly narrow in its interpretation of the role of the teacher, and with respect to variations in cultural and developmental diversity. Based on this observation, this book discusses various issues surrounding diversity, inclusion, and appropriate early educational practices. Following an introduction on the ethics of inclusion, the chapters are: (1) "The Politics of Developmentally Appropriate Practice: Exploring Issues of Culture, Class, and Curriculum" (Sally Lubeck); (2) "Inclusive Policy, Practice, and Theory for Young Children with Developmental Differences" (Bruce L. Mallory); (3) "Culture, Child Development, and Developmentally Appropriate Practices: Teachers as Collaborative Researchers" (Rebecca S. New); (4) "Research in Parent-Child Interaction: Guidance to Developmentally Appropriate Practice for Young Children with Disabilities" (Jeanette A. McCollum and Helen Bair); (5) "Expanding the Perceptions of Developmentally Appropriate Practice: Changing Theoretical Perspectives" (Barbara L. Ludlow and Terry R. Berkeley); (6) "Understanding Development in a Cultural Context: The Challenge for Teachers" (Barbara T. Bowman and Frances M. Stott); (7) "The Movement of African-American Children through Sociocultural Contexts: A Case of Conflict Resolution" (Carol Brunson Phillips); (8) Developmentally Appropriate Practice and Cultural Values: A Case in Point" (Leslie R. Williams); (9) "Parents, Pluralism, and the NAEYC Statement on Developmentally Appropriate Practice" (Douglas R. Powell); (10) "Blending Developmentally Appropriate Practices and Early Childhood Special Education: Redefining Best Practice to Meet the Needs of All Children" (Jane B. Atwater and others); (11) "Designing Meaningful Measurements for Early Childhood" (Samuel J. Meisels); (12) "Teacher Perspectives on the Strengths and Achievements of Young Children: Relationship to Ethnicity, Language, Gender, and Class" (Marianne N. Bloch and others); and (13) "Language and Diversity in Early Childhood: Whose Voices Are Appropriate?" (Celia Genishi and others). (MDM) women's issues; and (5) possible solutions to problems facing farmworkers and their employers. The Commission's recommendations cover reform and enforcement of labor laws (including those covering children), provision and coordination of human services, enforcement of occupational health and safety laws and regulations, and increasing access to education and day care. Among the numerous appended documents are a description of the extent of child agricultural labor and its impact on children's health and education; an overview of Office of Migrant Education programs; the Interstate Migrant Education Council's views of the need for full funding, coordination of programs, and centralized advocacy related to migrant education; and a statement of an elementary school principal and former migrant child about his life and motivations and the successes of his school with migrant students. (SV)

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ED 365 487          RC 019 436

Directory of Montana's American Indians and Others, 1993.
PUB DATE- 93
NOTE- 100p.; Indexes contain small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrators; American Indian Culture; *American Indian Education; *American Indians; *College Faculty; Colleges; Cultural Education; Elementary Secondary Education; Higher Education; *Teachers; Tribally Controlled Education
IDENTIFIERS- *Montana

This first-time directory lists approximately 250 American Indian educators and other professionals involved in American Indian education in Montana. It is intended as a resource tool for schools, colleges and universities, and other groups working to provide opportunities for American Indians and other minority groups in the state. Entries are listed alphabetically in three sections: the Montana University System; tribal colleges; and educators, culture and language specialists, and other professionals in elementary and secondary schools, state and tribal agencies, Indian organizations, and private enterprises. Each entry may contain gender, ethnicity, tribe, reservation, title and institution, funding source, address, telephone number, biographical information, education, expertise, networking interests, and comments. Also included are an alphabetical index and indexes of areas of expertise and networking interests. (SV)

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ED 365 488          RC 019 437

Dwyer, Kathy, Ed.; And Others
Common Threads '93: Equitable Solutions...Because Disability Is a Natural Part of Human Experience. Proceedings of a National Conference on Rural Disability Issues (Missoula, Montana, September 10-13, 1993).
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 93
NOTE- 91p.; For two individual papers, see RC 019 438-439.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Advocacy; Community Programs;

origins of things, and legends featuring human beings in more mundane situations, such as migration. Sections 3 and 4 look at material artifacts, music, and dance as reflections of the values, beliefs, relationships, and activities of the people who crafted them. Material culture includes stone and copper artifacts, ceramics, paintings, birch bark biting, quillwork, beadwork, and woodland style art. Contains over 150 references and many maps, photographs, and drawings. (SV)

ED 365 506          RC 019 469

Chavez, Ernest L.; And Others
Mexican-American and White-American Dropouts: Drug Use, Health and Violence.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Drinking; *Dropouts; *Drug Use; Elementary School Students; Females; Health; *High Risk Students; Intermediate Grades; Males; *Mexican Americans; Secondary Education; Secondary School Students; Smoking; *Violence; *Whites; Young Adults; Youth Problems

Alcohol and drug use, perceived health, and involvement in violent behavior were examined among Mexican-American and White dropouts. The sample consisted of 114 Mexican-Americans and 67 White-Americans who had recently dropped out of school; comparison subjects matched for ethnicity, gender, and grade in school; and "at-risk" comparison subjects matched for ethnicity, gender, grade, age, and grade point average. Subjects were 13-20 years old, from grades 6-12 in a large city, a midsized community, and a small rural town in the Southwest. Dropouts, particularly White males, had the highest rates of alcohol and drug use, followed by at-risk controls. This was true for nearly all drugs, but dropout-control differences were particularly large for getting drunk and for using marijuana, uppers, and cocaine. Smoking differences between dropouts and controls were significant only for males. Among males, both dropouts and at-risk controls were more likely than the other controls to have engaged in violent behavior or to have been beaten up badly. Among females, there were few differences related to violence, although Mexican-American females were less likely to be victimized than White females. Females reported more health problems than males, and White female dropouts reported more recent serious illnesses than White female controls. The results suggest that dropouts may have many more problems than those caused by failure to complete high school. (SV)

ED 365 507          RC 019 470

Use of Selected Drugs among Hispanics: Mexican-Americans, Puerto Ricans, and Cuban-Americans. Findings from the Hispanic Health and Nutrition Examination Survey.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 87
NOTE- 88p.; Data tables contain some small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Elementary Secondary Education; Foreign Countries; *Science and Society; *Science Curriculum; *Science Instruction; Sociocultural Patterns
IDENTIFIERS- *Africa; Nature of Science; Nigeria; *Science Technology and Society Courses

There is evidence in the literature indicating that western education was used not to promote the healthy coexistence of the western and the African cultures but as a sanitizing and civilizing medium. This document describes the need to design science education that adequately meets the needs of the African in such a way that the African view of nature, sociocultural factors, and the logical dialectical reasoning embedded in African metaphysics are taken care of within a changing global community. It is concluded that Science/Technology/Society education would seem to be the medium with the most comprehensive, effective, and adequate attributes for achieving this end result. (PR)

ED 365 527 SE 053 914

Byrne, Eileen M.
Women and Science: The Snark Syndrome.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; *Mentors; *Role Models; *Science Instruction; Scientists; Sex Differences; *Sex Stereotypes; Womens Education
IDENTIFIERS- *Snark Syndrome

A great deal of received wisdom in the area of the lack of ability of women in science is still based on assumption, belief, or prejudices operating at the level of superstition. The "Snark Syndrome," a term inspired by Lewis Carroll's famous nonsense poem. "The Hunting of the Snark" was coined by Eileen Byrne to describe these beliefs that have no credible base in sound empirical research. The application of the Snark Syndrome produces the Snark effect. Educators and policymakers have internalized assertions from hearing them repeated so many times. The internalized beliefs are used to justify and implement major policies such as single-sex schools and the use of role-model theory instead of mentorship practice in affirmative action programs. The chapters in this book are: (1) Introduction: Changing the Paradigms; (2) The UQ WISTA Research: A Holistic and Policy Approach; (3) Institutional Ecology and Women in Science: Why Women Are Where They Are and Aren't; (4) Role Modeling: An Acute Attack of the Snark Effect; (5) The Mentor Process: Selective Choice or Policy Mechanism; (6) The Critical Filters: Further Cluster Factors; and (7) Conclusion: Policies for Change? (PR)

ED 365 528 SE 053 936

Pierce, Margaret Anne; Henry, John W.
Attributional Style as a Predictor of Success in College Mathematics.
PUB DATE- 93
NOTE- 27p.

education to achieve current interpretations of Science for All. It offers options, analyses, case studies, and examples rather than prescriptions. Part II, Country Experiences, is a review of country experiences presented by the participants/resource persons from Australia, Bhutan, People's Republic of China, India, Indonesia, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, Pakistan, Philippines, and Thailand. (PR)

ED 365 548 SE 054 018

Innovative Assessment. Science and Mathematics Bibliographies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Educational Assessment; Educational Innovation; Elementary Secondary Education; *Informal Assessment; *Mathematics Education; *Science Education; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

This annotated bibliography represents Test Center holdings to date in the area of assessment alternatives in mathematics and science. Alternative assessment, for the purpose of this bibliography, means assessment other than standardized, norm-referenced assessment. The list emphasizes examples of assessment, such as performance assessments, portfolios, and technological innovations. The references are presented in two sections. The first section contains 108 documents on assessment alternatives in mathematics. The second section contains 75 documents on assessment alternative in science. (MDH)

ED 365 549 SE 054 022

Young, Donald B.; Pottenger, Francis M., III
FAST, Foundational Approaches in Science Teaching. Instructional Guide. Second Edition.
PUB DATE- 92
NOTE- 79p.; Updates ED 275 532.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Concept Formation; Elementary Secondary Education; *Group Discussion; *Interdisciplinary Approach; Program Guides; *Science Curriculum; *Science Instruction; Scientific Concepts
IDENTIFIERS- *Foundational Approaches in Science Teaching Proj

The Foundational Approaches in Science Teaching (FAST) project, which began under the sponsorship of the Hawaii Science Curriculum Council, contains a series of interdisciplinary science courses that emphasize the foundational concepts and methods of the physical, biological, and earth sciences. By directly involving students in investigating events in their everyday environment and carrying out experiments to answer some of their questions, FAST courses give students a sense of how the modern scientific community operates. This instructional guide presents a background of the FAST program and its conceptual framework. It presents information on classroom organization and management when using the FAST

Bibliography.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Civil Liberties; *Conflict Resolution; *Disarmament; Ethnic Groups; Higher Education; International Law; International Organizations; *International Relations; *Peace; *Problem Solving; War
IDENTIFIERS- *Peace Studies

This annotated bibliography presents information about 106 documents on issues of peace, security, and international conflict management. The items appear under the subheadings of: (1) "Arms Control, Disarmament, and Proliferation"; (2) "Causes and Nature of International Conflicts"; (3) "Conflict Management, Diplomacy, and Negotiations"; (4) "Human Rights and Ethnic and Religious Conflicts"; (5) "International Law and International Order"; (6) "International Organizations and Transnationalism"; (7) "Other Approaches and Overviews"; (8) "Religion and Ethics"; and (9) "Ready Reference and Bibliographies." A foreword, an introduction, author index, and title index also are included. (SG)

ED 365 571 SO 023 297

Agranoff, Robert
Spanish Society. Government and Political Economy: A Bibliographic Essay. Occasional Paper Series.
PUB DATE- Jan 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Constitutional History; *Economics; Foreign Countries; Higher Education; Historiography; *Political Power; Resource Materials; *Social Action; *Social History; *Spanish Culture
IDENTIFIERS- *Spain

This bibliographic essay is designed to help the student begin to investigate both context and content of contemporary Spanish society, government, politics, and economy. Coverage is selective because the focus is on sources in English, although where important subject matter gaps exist, Spanish sources are provided. Many of these are available in research libraries. Others have to be secured from their publishers, such as agencies of the government of Spain. The investigator of Spanish institutions will find that understanding the nature of this culture will fall into three broad categories of analysis: (1) broad, retrospective and introspective historical analyses of history, society, politics, and economics, that reach back from pre-Roman influences and travel into the 20th century: (2) works that emphasize the forces, particularly political, from the late 19th century on that led up to the civil war and include the Franco regime; and (3) the period of post-Franco transformation and the current building of Spain as a democratic constitutional monarchy. The first two traditions are primarily historical, the third is rich in analysis. Because democracy in Spain developed through a peaceful transformation to democracy by negotiation among its major interests, the transformation period fundamentally altered Spain's governmental and economic institutions, laid to rest many political cleavages that had been alive for nearly 200 years, and changed Spanish society. The resources described are

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Study; Course Content; Cultural Awareness; Curriculum Enrichment; Elementary Education; *Elementary School Curriculum; *History Instruction; *Interdisciplinary Approach; Life Style; *Social History; *Social Studies; Student Motivation; *United States History

Students learn little about some aspects of U.S. history, such as the history of science, technology, art, religion, and everyday life. What they most often learn about are the "big events" of political and military history. This document seeks to address that problem through its 30 lessons. The first two lessons, "There's an Old Trunk in My Attic," and "Family History," seek to motivate interest in the study of history. The third is a community research study. Lessons 4 through 30 look at aspects of various periods, or events from an interdisciplinary perspective that had a great impact on those times. Among the lessons are "Living in a Puritan Town"; "The President's Palace"; and "Kwanzaa: A Cultural Celebration." Each lesson includes a brief introduction, a list of objectives, indications of interdisciplinary curriculum links, the estimated time for completing the lesson, and a list of necessary materials. The lessons also present a step-by-step listing of procedures, suggestions for student evaluation, and recommendations for further reading. (SG)

ED 365 590 SO 023 535

Ladenburg, Thomas; Tegnell, Geoffrey
From Hot to Cold War. SSEC American History Series.
PUB DATE- 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Foreign Countries; *Foreign Policy; Historiography; *International Relations; Learning Activities; Primary Sources; Secondary Education; Teaching Guides; *United States History; World War II
IDENTIFIERS- *Cold War; USSR

This unit for U.S. history classes provides students with the chance to learn about the historical roots of U.S. policy toward the Soviet Union in a lively, informative manner and from a variety of different perspectives. The unit enables students to use their own judgement in selecting, evaluating, and reflecting on the significance of U.S. policies toward the Soviet Union from the 1940s through 1990. The question is posed: under what circumstances should the United States become directly involved in European affairs? The unit begins by asking this question when the preponderance of power in post World War I Europe swung from the victorious Western democracies to dangerous dictatorships that arose in the 1920s and 30s to threaten the world's peace and security. The same question is broached in the context of the Munich Agreement and British requests for arms. Students learn about the major strategic campaigns of the United States and its allies during World War II in Europe, and are given the opportunity to simulate the negotiation of the Yalta Agreement. They use their understanding of those decisions to support traditionalist, revisionist, or conservative schools of thought on Yalta and the break up of the Grand Alliance. The unit next examines how the United States responded politically, socially, and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Cultural Influences; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; *Instructional Improvement; *Moral Values
IDENTIFIERS- *Asia (Southeast); Philippines

In recent years, concern in several Southeast Asian nations about the deterioration of values within their societies has resulted in renewed efforts to teach values by means of special courses in the schools. This paper compares the current programs of values education in four of the nations: Indonesia, Malaysia, the Phillipines, and Singapore. The comparison centers on the motives behind efforts to improve values education, types of values emphasized, strategies for promoting the values, and problems encountered in such educational programs. Historical and statistical data on each of the four countries provide a setting within which official statements concerning moral education programs' particular topics undergo scrutiny. (Contains 2 tables and 23 references.) (Author/SG)

ED 365 610 SO 023 654

Spina, Stephanie Urso
Beyond Gender Differences: Traditional and Alternative Cognitive Strategies.
PUB DATE- Apr 93
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; *Cognitive Processes; *Cognitive Style; Cultural Differences; Elementary Education; *Epistemology; Feminism; Grade 3; *Learning Strategies

This document reports on a study that attempts to move beyond the polarization of labels and move toward a unity that transcends distinctions of gender and gender's embeddedness in the larger culture. While the traditional male model in studies of cognitive approaches has been challenged by feminist scholars, there is still some question of the efficacy of current methodology and terminology in addressing and understanding differences in cognitive styles not necessarily attributable to gender differences. This study extends feminist terminology and perspective to the more inclusive "alternative." "Alternative" is intended to include all non-traditional cognitive strategies and to better define them within the limits of language. This exploratory study proposes a more holistic conceptual paradigm that encompasses a variety of learning approaches. These approaches are measured by a dialectic instrument that strives for a more authentic equity in method as well as in interpretation. The instrument is designed to move beyond the polarity and structural observational format of traditional discourse coding categories. The dimensions measured are: (1) process and goal oriented; (2) discovery and didactism; (3) rational and intuitive; (4) separate and related; (5) exclusion or inclusion; (6) breadth and concentration; (7) support and challenge; (8) personal and impersonal; (9) self-concern and other concern; (10) inner-directed and outer directed; and (11) listening and speaking. Through these conceptual lenses, both the content and intent of student discourse in third grade

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Civil Liberties; Coherence; Educational Needs; *Educational Policy; Foreign Countries; International Cooperation; *Language Planning; *Language Role; Language Tests; *Public Policy; Second Language Instruction; *Second Language Learning; Standardized Tests; Teacher Education; Testing; Testing Problems; Uncommonly Taught Languages
IDENTIFIERS- Estonia; European Community; Finland; LINGUA Programme; United States

A selection of essays on foreign language planning at the national level contains articles on the language planning process, language choice, teacher education, testing and assessment, and transnational planning. Essays include the following: "Foreign Language Teaching Policy: Some Planning Issues" (Theo J. M. van Els); "Foreign Language Planning in the United States" (Richard D. Lambert); "Communication, Foreign Languages, and Foreign Language Policy" (Kari Sajavaara); "Language Policy and Language Teaching in Finland" (Sauli Takala); "Problems in the Implementation of Foreign Language Policy in Finland" (Marja-Liisa Karppinen); "Languages and Policy in Estonia" (Urve Laanemets); Human Rights and Foreign Languages" (Robert Phillipson); "Language Choice and Its Impact: The Sociocultural Factor in Language Education Strategies" (Elisabetta Zuanelli Sonino); "Less Commonly Taught Languages in the United States: Needs, Capacities, and Strategies for Development" (Richard D. Brecht, A. Ronald Walton); "Teacher Education and National Foreign Language Policies" (Gerald Westhoff); "Foreign Language Policy, Pedagogy, and Practice: An American Perspective" (Diane W. Birckbichler); "Transparency, Coherence, and Washback in Language Assessment" (Brian North); "Testing and Examinations in a National Foreign Language Policy" (Bernard Spolsky); and "The Integration of European and National Foreign Language Policies: The European Community's LINGUA Program" (Antony Shaw). (MSE)

ED 365 156          FL 021 784

Dresser, Norine
Our Own Stories: Cross-Cultural Communication Practice.
PUB DATE- 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Acculturation; Aging (Individuals); Body Language; Class Activities; Classroom Environment; Classroom Techniques; Clothing; College Students; *Communication Problems; *Cultural Awareness; *Culture Conflict; Daily Living Skills; *English (Second Language); Food; Health; Higher Education; Idioms; *Intercultural Communication; Interpersonal Communication; Language Skills; Limited English Speaking; Parent Child Relationship; Personal Narratives; Religious Cultural Groups; Role Playing; Sex Role; Skill Development; Social Attitudes; *Sociocultural Patterns; Stereotypes; Student Adjustment; Writing Exercises

The textbook for students of intermediate English as a Second Language (ESL) is based on cross-cultural communication misunderstandings described in essays written by university students. It consists of 20 instructional units, each beginning with a real student's dilemma caused by cultural differences

Reynolds, Katherine C.
Students in Cohort Programs and Intensive Schedule Classes: Does Familiarity Breed Differences? ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; *College Instruction; Comparative Analysis; *Educational Innovation; *Educational Strategies; *Group Dynamics; Group Experience; *Group Instruction; Higher Education; School Schedules; Student Development; Teaching Methods; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; Cohort Instructional Programs; Intensive Courses

Changing student demographics in higher education, especially increased numbers of older and/or working students, have inspired experimentation with a variety of class scheduling and degree program formats. This study investigated two such formats: (1) cohort programs (requiring students to take all or nearly all courses together toward a degree) and (2) intensive schedule classes (meeting in sessions of 4 hours or more) to determine whether they create group dynamics different from those associated with more traditional formats. The study analyzed data from 174 students and faculty in four graduate programs at three research universities (one each on the East and West coasts, and in the Rocky Mountain region). The group dynamics variables examined were group cohesiveness, group interaction, and instructional style. Findings indicated that cohort programs, either with or without intensive schedules, appeared to provide higher levels of cohesiveness and group interaction than more traditional programs. Intensive scheduling alone, however, did not influence group cohesiveness or interaction significantly. Contains 19 references. (Author/GLR)

ED 365 176 HE 026 856

Boss, Michelle A.; Lowther, Malcolm A.
Factors Influencing Curriculum Change in Professional Programs. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 85p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; Accreditation (Institutions); Business Education; Comparative Analysis; *Curriculum Development; *Educational Change; Educational Quality; *Environmental Influences; Higher Education; Interviews; *Organizational Climate; Pharmaceutical Education; Postsecondary Education; *Professional Education; *Relevance (Education)
IDENTIFIERS- *ASHE Annual Meeting

This paper addresses the following issues concerning curriculum change in professional programs: (1) the degree of influence exhibited by external, internal, and intraorganizational factors as they interact to stimulate curriculum change in

Tenured Faculty Perspectives of Intra-system Transfers: Is There Life after a Campus Closing? ASHE Annual Meeting Paper.
PUB DATE- 6 Nov 93
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Faculty College Relationship; Faculty Mobility; Followup Studies; Higher Education; Interviews; *School Closing; State Universities; *Teacher Attitudes; *Teacher Transfer; *Tenured Faculty; Transitional Programs; Vocational Adjustment
IDENTIFIERS- *ASHE Annual Meeting; *University of Minnesota Waseca

This study examined the near-term impact of the closing of the University of Minnesota's Waseca (UMW) campus on the tenured faculty who transferred to other University of Minnesota campuses. Eleven faculty members who had transferred to two campuses were interviewed approximately 5 to 8 months following their transfers. Interviewees tended to be in their 40s and 50s and chose new positions which were quite different from their UMW assignments. Several themes emerged from the interviews including the transition process, the type of impact the transfer had on the individual's professional career and personal life, the acceptance of the faculty member into the new unit, the adaptation to a 4-year comprehensive/research institution, and the feelings about the closing itself. Among nine conclusions were the following: (1) when there is systemwide tenure, placement is facilitated when salary lines move with the faculty member; (2) direct system-based help in the form of education/retraining money, office relocation assistance, and moving allowances facilitate a smooth transition; and (3) prospective relocation departments need to be part of a clear well-articulated process. (Contains nine references.)

ED 365 194 HE 026 969

Fitzgerald, Louise F.
Sexual Harassment in Higher Education: Concepts & Issues.
PUB DATE- 92
NOTE- 73p.; Part of the series, "To Promote Academic Justice and Excellence."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Codes of Ethics; College Faculty; Colleges; College Students; Court Litigation; Definitions; Faculty College Relationship; *Higher Education; Incidence; Interpersonal Relationship; Labor; *Legal Responsibility; Questionnaires; *School Policy; Sex Differences; *Sexual Harassment; Universities; Women Faculty; Work Environment
IDENTIFIERS- National Education Association; San Diego State University CA; University of Iowa; University of Minnesota; University of Wisconsin Madison

This booklet on sexual harassment in higher education offers a history of the problem, defines sexual harassment, reviews the relevant legal history and recent court cases, and looks at campus policies and procedures. Following an introductory chapter, Chapter 2 looks at legal versus institutional charges increased a full 10.4 percent. Appendixes include cost information for specific colleges and universities. (JB)

ED 365 212 HE 027 003

Strand, Heather, Comp.; Sweeney, Robert, Comp.
Student Charges at Public, Four-Year Institutions Fall 1993.
PUB DATE- 93
NOTE- 94p.; For related documents, see HE 027 000-002. For the fall 1992 survey, see ED 355 855.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; College Housing; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Higher Education; Inflation (Economics); Land Grant Universities; National Surveys; Parent Financial Contribution; *Public Colleges; State Colleges; *State Universities; *Student Costs; Student Needs; Tuition

The 1993 study of student charges at four-year public colleges and universities examined tuition and fees, room and board and first professional program charges. The study used data compiled by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC) in an annual survey of member institutions which in 1993 drew 485 responses (of 577 mailed). The analysis found that, though student charges continue to rise, the rate of increase for tuition and fees has returned to the level it held throughout most of the 1980s. Tuition and fees for undergraduate residents increased by 7.6 percent compared with 10.4 percent between fall 1991 and fall 1992 and 13.6 percent between fall 1990 and fall 1991. Though state appropriations for higher education continue to fall short, numerous institutions report that their own fiscal situation has stabilized if not improved. Extensive appendixes, the bulk of the document, contain tables showing cost information for specific colleges and universities for undergraduate and graduate tuition and fees for AASCU and NASULGC institutions respectively. Also included are tables showing charges at nonaffiliated institutions and tuition and fees for first professional degrees. (JB)

ED 365 213 HE 027 004

Young, Michael E., Comp.
Enrollment at State and Land-Grant Universities, 1983-84.
PUB DATE- 84
NOTE- 18p.; Printed on blue paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Students; Enrollment; *Enrollment Trends; Graduate Students; Higher Education; *Land Grant Universities; Professional Education; *State Universities
IDENTIFIERS- National Assn of State Univ and Land Grant Coll

This report summarizes data on fall (1983) enrollments based on a survey by the National Association of State Universities and Land-Grand Colleges of its member institutions (n=132). These institutions include both individual universities, which may or may not be comprised of a central campus and smaller branch campuses, and university systems of multiple major campuses. Study highlights note that member institutions showed steady

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; College Students; Comparative Analysis; *Financial Aid Applicants; *Financial Needs; Higher Education; *Individual Characteristics; Need Analysis (Student Financial Aid); Nontraditional Students; Paying for College; Research; Undergraduate Study
IDENTIFIERS- *Washington

This staff report on unserved students (students who commit to attend but do not enroll at a college or university) focuses on whether adequate financial resources could be a reason for their non-attendance. Applicants were categorized by need and by the date of their application for financial aid; and further classified as potential students of either public or private four-year colleges, of community or technical colleges, or students interested in a school participating in Washington State financial aid programs. Based on analysis of 33,740 unenrolled aid applicants, it was discovered that 12,061 (35.7 percent) could be classified as financially needy. In addition, these applicants were (1) generally older than actual aid recipients, (3) interested in or qualified to attend a community or technical college at the freshman level, (4) had a family income under $25,000, (5) were independent with children, and (6) were more likely to be female. Characteristics of applicants filing their applications early resembled those of the actual aid recipient and traditional college student, while later applicants had little or no college experience and possessed fewer financial resources. The emerging issues presented by these findings, as well as areas for future study, are discussed. (GLR)

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ED 365 234 HE 027 026

Financial Support of Higher Education, 1990-91. A National Comparison.
PUB DATE- Mar 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Enrollment; *Financial Support; Full Time Equivalency; *Higher Education; Local Government; Public Colleges; *State Aid; Statistical Data; *Tax Allocation
IDENTIFIERS- *Washington

This report supplies information on Washington State's ranking, compared to national data, concerning measures of aggregate state support for higher education during 1990-91. It provides data on enrollments as a percentage of population for both two- and four-year institutions, as well as the factors affecting state and local support of public higher education. Data tables present a series of measures and rankings using 1990-91 state and local appropriations, fall 1990 enrollment data, 1990-91 estimated net collections from general tuition and fees, Bureau of the Census population data, and 1990 per capita personal income. The report reveals that Washington's higher education tax appropriations either held constant or increased slightly for the period of the 1980's. Enrollments held constant in public institutions due to enrollment ceilings which maintained the level of appropriations per full-time equivalent student. In 1986-87 and 1987-88, Washington's rankings declined in many of the measures largely due to the state's population increase.

college. Tinto's model argues that individual departure arises from a longitudinal process of interaction between a student's attributes, skills, dispositions, and other members of the academic and social systems at the college. Descriptive accounts were obtained by interviewing 18 students (12 female and 6 male) who had recently withdrawn from several Utah universities. The interviews supported Tinto's model as they revealed that students view their departure from college in terms of isolation and incongruence. Students saw faculty-student interaction as essential for a positive educational experience and mentoring relationships appeared to have the greatest impact on academic and social integration and student retention. In addition, the results found that gender expectations and family background were strongly related to students' decisions to leave. This challenges Tinto's claim that personal characteristics influencing students "intention and commitment" are less significant in dropout decisions. Appendixes include a figure of Tinto's model and an interview format. (Contains 39 references.) (JB)

ED 365 254 HE 027 047

Hatfield, John, Ed.; Hubbard, Benjamin, Ed.
Presence and Promise: Religious Studies in the University. A Collection of Papers from two California State University's Institute for Teaching and Learning Religious Studies Seminars (California, April 1991, February 1992).
PUB DATE- Apr 92
NOTE- 108p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Higher Education; *Intellectual Disciplines; Public Colleges; *Religion Studies; Role of Education; Teaching Methods; Universities
IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This volume presents 12 papers on the role and teaching of religious studies at the undergraduate level in public universities. The first set of six papers all address the nature of religious studies as a discipline. In particular they address the changing view of this discipline which for its short period of existence (30 to 35 years) has often been disdained by those who believe its subject matter presumes personal commitments that compromise the integrity of disciplinary methodology. The papers are: (1) "Teaching Religious Studies: A Personal Reflection" (Bradley Starr); (2) "Is Religious Studies 'Religious?'" (Harry Wells); (3) "Some Reflections on the Teaching of Religious Studies" (Edward Hughes); (4) "The Study of Religions: One Field, Many Methods" (Gary Kessler); (5) "The Methodological Pluralism of the Academic Study of Religion: A Note for Our Colleagues" (Willard Johnson); and (6) "Why Secular Universities Need Religious Studies" (Benjamin Hubbard). The second set of papers examine teaching and include: (7) "Capturing the Captivated: The Teacher as Impersonator" (Kenneth P. Kramer); and (8) "The University: Newman's and Ours" (Daniel Brown). A group of papers on related fields include: (9) "Are We Ready for Integration Yet?" (Jean Graybeal); (10) "Jewish Studies in on community college revenue sources including local taxes, tuition and fees, federal grants. Table 8 displays detailed functional expenditures for community colleges for the fiscal years 1990 and 1992. Table 9 shows changes in public university expenditures of state appropriated funds between fiscal years 1990 and 1992. Among the trends identified are that: (1) public university expenditures declined during 1990 and 1992; (2) total enrollment increased 5.8 percent with enrollments at community colleges increasing 7.8 percent; (3) total community college revenue increased 17.8 percent; and (4) total expenditures increased only 0.6 percent. (GLR)

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ED 365 274            HE 027 067

Analysis of Academic Calendars of Illinois Colleges and Universities. Item #5B.
PUB DATE- 13 Jul 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Planning; Higher Education; *Public Colleges; School Organization; *School Schedules; Semester System; Space Utilization; Staff Utilization
IDENTIFIERS- *Illinois

This report examines academic calendars at Illinois' institutions of higher education and presents data for the 12 public universities on the number of instructional days as well as the number of days that instruction was not offered during the 1992-93 academic year. Data are also presented on the academic calendars of samples of Illinois public community colleges and private colleges and universities. More generally, the report discusses the improvements in quality and productivity that can be realized by shaping the calendar to meet the needs of faculty, staff, and students and better utilize facilities and other institutional resources. Alternative calendars are considered, such as the addition of a third "regular" semester and rescheduling existing semesters to provide more time for student instruction and projects, as well as for faculty development and scholarship. The report notes that all but two of Illinois' public higher education institutions will have a semester system by Fall 1993; however, Illinois' private institutions have a greater range of academic calendars. The report also recommends that all institutions further examine their academic calendars to include a review of how effectively summers are utilized. (GLR)

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ED 365 275            HE 027 068

Report of the Committee To Study Underserved Areas: Enhancing Educational Opportunities. Item #5.
PUB DATE- 26 Nov 91
NOTE- 40p.; For related documents, see HE 027 069-070.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Delivery Systems; Educational Improvement; *Educational Opportunities; *Educational Policy; Educational Quality; Financial Support; Higher Education; Needs Assessment; Nontraditional Education; Off Campus Facilities; Policy Formation; Public Colleges; State Aid

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; *Communications; *Curriculum Development; Data Analysis; *Definitions; Elementary Secondary Education; Higher Education; National Programs; Objectives; *Policy Formation; *Teacher Education
IDENTIFIERS- *Media Literacy; National Leadership Conference

The purpose of the National Leadership Conference on Media Literacy was to shape a national framework for media literacy so that each participating group could demonstrate its own niche and role in achieving common objectives. This report details the approaches and conclusions of the 25 representative leaders of the media literacy movement who met to agree on a definition, vision, and framework for media literacy efforts in the United States. The basic definition spelled out media literacy as the ability of a citizen to access, analyze, and produce information for specific outcomes. In the 2 days of discourse, conference participants saw common ground on a number of issues and endorsed a project in New Mexico as a test site where various groups might work to foster media literacy in the schools and beyond. Task forces were established to look at issues associated with curriculum and teacher training, foster communications among the groups interested in media literacy, and begin to write a prospectus for a Media Literacy Institute. The Institute will bring together the resources for intellectual underpinning, teacher training, and active participation in policy making and events. Appendixes contain: (1) a background paper by J. Francis Davis, "Media Literacy--From Activism to Exploration"; (2) a list of conference participants and organizations; and (3) the Aspen Institute's Communications and Society Program Statement. (SLD)

ED 365 295 IR 016 467

Heidari, Farzin
National Survey of Computer Aided Manufacturing in Industrial Technology Programs.
PUB DATE- Jul 93
NOTE- 24p.; Paper presented at the Annual Vocational-Technical and Adult Education Conference (24th, Silver City, NM, July 22-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Design; *Computer Assisted Manufacturing; Computer Software; *Course Content; Curriculum Research; Department Heads; Electronic Control; Electronic Equipment; Higher Education; Industrial Training; *Industry; Mail Surveys; *National Surveys; Numerical Control; Questionnaires; *Technological Advancement; *Technology
IDENTIFIERS- Administrator Surveys; Industrial Technologists

The current status of computer-aided manufacturing in the 4-year industrial technology programs in the United States was studied. All industrial technology department chairs were mailed a questionnaire divided into program information, equipment information, and general comments sections. The questionnaire was designed to determine the subjects being taught, the sequence and content of courses, the equipment and programs used in teaching, and limiting factors in teaching computer aided manufacturing. The 124 returned questionnaires out of reality and from those fabricated myths stereotypes developed, and it discusses how films became references for many people that included stereotypes, preexisting beliefs, and distorted images of the people presented. Images, portrayed by film, from the "Latin Lover" to the "Frito Bandito" are discussed. The paper centers on the stereotypes that develop as a result of one-sided, superficial depictions of complex cultures. The roles of over 15 films are discussed. (Contains 35 references.) (TMK)

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ED 365 314 IR 016 528

Saga, Hiroo
Teachers' Cooperative Design of Instruction with Media for Social and Environmental Studies.
PUB DATE- 23 Nov 93
NOTE- 14p.; Paper presented at the Conference of the International Council for Educational Media (Barcelona, Spain, November 22-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; Educational Objectives; *Educational Television; Elementary Education; Elementary School Teachers; Environmental Education; Foreign Countries; *Instructional Design; Junior High Schools; *Material Development; *Media Adaptation; Secondary School Teachers; Social Studies; *Teacher Developed Materials; Video Equipment
IDENTIFIERS- Japan

This study examines how a group of Japanese teachers cooperatively designed lessons using a television program and other materials for social and environmental studies. Teachers started the design by identifying their aims of instruction through examining the contents of an educational television program. This program described how a group of volunteers dug a well using traditional machinery of bamboo trees and seeks to apply this method in other countries where people need water and where modern technology is not appropriate to use. The cooperative design proceeded through several decision points of teacher domain and media domain. Based on this work, three different instructional sessions were conducted in which the television materials were used in order to accomplish the teachers' aims which differed from one another. This work showed that teachers can attain individual aims from the common materials and also presented a model for cooperative design of classroom instruction. (Contains 6 references.) (Author/TMK)

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ED 365 315 IR 016 529

Hickerson, Wm. Richard
A Survey of Trainers Using Video and Inter-Active Video in Business Training Programs.
PUB DATE- 15 Jul 93
NOTE- 36p.; M.L.S. Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Industrial Training; *Interactive Video; Mail Surveys; Models; Questionnaires; Trainers; *Training Methods; Use Studies; *Videotape Recordings
IDENTIFIERS- Ohio

ED 365 335 IR 054 786

Boultbee, Paul G.
Collegial Evaluation of Professional Librarians.
PUB DATE- 92
NOTE- 30p.; Paper presented at the Annual CEDA Conference (1st, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Higher Education; *Librarians; *Peer Evaluation; Performance; *Personnel Evaluation; Questionnaires
IDENTIFIERS- *Librarian Evaluation; *Performance Based Evaluation; Red Deer College AB

This article briefly outlines the need for evaluation, the benefits that can accrue to both the individual and the institution, and the similarities and differences between performance evaluations for non-teaching faculty (counselors and librarians) and teaching faculty. The Red Deer College performance evaluation package is discussed in detail. More specifically, each component of the package from eight required competencies for librarians to the evaluation forms to be filled out by staff, peers, students, chairperson, etc. are described. (Seven appendixes contain evaluation forms and questionnaires.) (Contains 7 references.) (Author)

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ED 365 336 IR 054 788

Booker, Di, Ed.
Information Literacy: The Australian Agenda. Proceedings of a Conference Conducted by the University of South Australia Library (Adelaide, South Australia, Australia, December 2-4, 1992).
PUB DATE- 93
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Information Literacy; *Information Needs; Information Networks; Information Seeking; Inservice Education; Lifelong Learning; Problem Solving; Research Proposals; Staff Development
IDENTIFIERS- *Australia; Equality (Social)

The aims of this conference were to promote information literacy as a means of personal and national advancement in today's information-dependent society; to emphasize information literacy as an essential competency for lifelong learning; to ensure that all delegates understand information literacy and its importance for the economic and social well being of their community; to develop cross sectoral cooperation in promoting information literacy; to establish a broad-based national coalition for information literacy; and to identify the agenda for change needed across education and information sectors to raise the level of information literacy. The following papers are included: (1) "Information Literacy: What's It All About" (Patricia Senn Breivik); (2) "Information Literacy: Why Worry?" (Rodney Cavalier); (3) "What's the Government Saying?" (Anne Hazell); (4) "The Learning Society" (Philip Candy); (5)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cognitive Style; *Course Integrated Library Instruction; Elementary Secondary Education; Evaluation Methods; *Instructional Design; *Instructional Development; Instructional Systems; *Learning Resources Centers; Learning Strategies; *Library Role; Media Selection; Media Specialists; Needs Assessment; Resource Allocation; *School Libraries; Student Evaluation

This book provides the tools for school library media specialists to make a significant and positive impact on the children and young adults in schools. The goals of this work are to delineate a realistic role structure for the school media specialist; to present the role of instructional consultant as obtainable and desirable; and to provide the basic tools for increasing participation in instructional consultation. The first six chapters define the instructional consultation role and place it within the context of the comprehensive role of the school library media specialist. The remaining chapters each cover a step in the instructional design process: needs assessment, learner analysis, instructional objectives, assessment of student performance, strategies and activities development, materials selection, implementation, and evaluation. Each chapter contains information to assist the school library media specialist in providing varying levels of consultation to teachers, a "Thought Provokers" section to allow the reader to immediately utilize the material presented, and lists of references and additional readings. Included in the appendices are: answers to thought provokers; an instructional consultation assessment chart; a student learning styles questionnaire; a learning tools inventory; a sample unit; and suggestions for preparing and administering traditional tests. (JLB)

ED 365 357 IR 054 842

Lancaster, F. Wilfrid; Warner, Amy J.

Information Retrieval Today. Revised, Retitled, and Expanded Edition.

PUB DATE- 93

NOTE- 341p.; Parts of the present work appeared in a slightly different version in "Information Retrieval Systems: Characteristics, Testing, and Evaluation" (1st and 2nd editions).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Automatic Indexing; Cost Effectiveness; Database Producers; *Databases; Evaluation Criteria; Evaluation Methods; Futures (of Society); Higher Education; *Indexing; *Information Retrieval; Information Science; Information Technology; Man Machine Systems; Online Vendors; Performance Factors; *Relevance (Information Retrieval); *Search Strategies; Subject Index Terms; User Needs (Information); User Satisfaction (Information)

IDENTIFIERS- Boolean Logic; *Natural Language

The emphasis of this text is that the problems of information retrieval are the intellectual ones of subject analysis and description. These problems are not easily solved by technology alone, although certain inroads are being made by knowledge-practitioners calculate curricular costs. First, a set of charts and forms from Southwestern College include the college's definition of curriculum efficiency, explanations of basic funding formulas, data collection forms for calculating course costs and program costs, and sample calculations. Next, the Chancellor's Office publication, "Manager's Handbook: Understanding Funding, Finance, and Budgeting," is presented. The handbook is a compilation of materials covering the history of community college finances in California, Proposition 98, program-based funding, full-time faculty obligation, and district financial accounting. The handbook also includes a discussion of ways to reconcile a projected $400 million shortfall for 1994-95; sections of the California Code of Regulations on credit instruction, credit student services, institutional support, allocation process, and full- and part-time faculty; a chart of accounts; and a glossary. Finally, the CRB Occasional Paper, "Beyond Business as Usual: A Framework and Options for Improving Quality and Containing Costs in California Higher Education," by Kirk L. Knutsen, is presented. The report covers: (1) the history and missions of California public higher education: (2) the challenges provided by enrollment growth, demographic diversity, and financial deficits; (3) principles of higher education finance; (4) national and statewide trends in instructional costs; (5) a framework to explain the causes of cost escalation; (6) options for improving quality and containing costs; and (7) a framework for institutional change and promising examples in other states. (ECC)

ED 365 374          JC 940 046

Hahn, Norman P.
A College Course on E-Mail (Electronic Mail) and BBS (Bulletin Board Systems).
PUB DATE- Nov 93
NOTE- 69p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Literacy; *Computer Networks; *Computer Oriented Programs; Course Descriptions; Course Objectives; Educational Resources; Educational Technology; *Electronic Mail; *Instructional Materials; Prerequisites; *Teacher Developed Materials; Tests; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Electronic Bulletin Board Systems

The E-Mail (electronic mail) and BBS (electronic bulletin board systems) Course at Thomas Nelson Community College, in Hampton, Virginia is designed to provide an introduction to e-mail and BBS systems, as well as information on the installation, operation, and administration of such systems. This document describes the class and provides instructional materials and exercises used in the class. An introductory narrative indicates that the course is a 2-credit semester hour class and utilizes a local area network (LAN), 23 computers, 2 telephone lines and 3 modems. A course of study is then presented, providing a course description and information on prerequisites, objectives, goals, and lecture methods. Finally, grants, 310 were scholarships, and 703 were in student employment; (6) the two universities in the UCCSN expended a total of $38,295,735 in student financial assistance, of which $18,588,960 (48.5%) was in federal assistance, $11,478,026 (30%) was in state assistance, $1,429,095 (3.7%) was in institutional assistance, and $6,799,654 (17.8%) was in private assistance; and (7) in the four-year institutions, a total of 20,520 awards were given, of which 6,423 were loans, 6,010 were grants, 4,232 were scholarships, and 3,855 were in student employment. A review of loans versus grants in federal funding; data on state allocations nationally; and detailed data tables are included. (PAA)

ED 365 391 JC 940 068

Course Transfer Guide, 1993-94. University and Community College System of Nevada.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Associate Degrees; College Admission; College Credits; *College Transfer Students; Community Colleges; *Credit Courses; General Education; Higher Education; *State Colleges; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *University and Community College System of Nevada

This guide is designed to assist students who plan to transfer between the community colleges and universities comprising the University and Community College System of Nevada (UCCSN). The opening section of the guide provides general information on transfer, including admission to programs for Associate of Arts, Associate of Science, other associate degrees, and non-associate degree program admissions; the definition of transfer courses; course numbering; general education course requirements; and programs of study for transfer, including business courses, the nursing program, and Capstone programs. The next section provides information on curriculum planning and credit by examination, and provides legal notice as to the non-contractual nature of this guide. Next, the guide provides a directory of UCCSN institutions, listing locations and telephone numbers for offices and academic divisions at each school. The final section, comprising the bulk of the guide, provides a detailed course listing by instructional area, for courses transferable as of June 1, 1993. Included in this section are listings of all transferable courses offered in the UCCSN, including the course name and number, credits provided for the course, two-year institutions offering the course, and the type of transfer credit the course earns at each of the two four-year institutions. (PAA)

ED 365 392 JC 940 069

Strategic Directions for the University and Community College System of Nevada.
PUB DATE- Jul 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

child care and outlines the benefits for all populations involved. Recommendations for planning, developing, and implementing a successful intergenerational child care program are offerd in chapter 2. Chapter 3 contains 35 summary descriptions of intergenerational child care programs throughout the United States. The summaries include the name, address, and telephone number of the program contact as well as program descriptions. Chapter 4 presents 15 summaries of programs that recruit, train, and refer older adults for work in child care programs. The summaries include program contact information and describe the content and structure of the training and outcomes of the program. Eight appendices include an annotated bibliography of resources relevant to intergenerational child care programing, a list of experts who can provide technical assistance to those who are interested in starting an intergenerational program, and other administrative tools such as a sample job application and evaluation form. (TJQ)

ED 365 409            PS 021 231

Way To Grow/School Readiness Program. A Report to the Legislature.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; At Risk Persons; Child Development; *Infants; *Parent Participation; *Preschool Children; Preschool Education; Program Effectiveness; *School Readiness; *Social Services; State Aid
IDENTIFIERS- Community Based Education; *Minnesota; *Way To Grow School Readiness Program MN

This report describes the progress of the "Way to Grow School Readiness Program," a program implemented in several cities in Minnesota to promote intellectual, social, emotional, and physical development and school readiness of children to age 5. The program coordinates and improves access to community-based and neighborhood-based services that support and assist parents in meeting the health and developmental needs of their children. The first part of the report describes the program's background, components, and service strategies; state appropriations; and application process. The second part of the report describes in detail each of the specific programs in Minneapolis, Columbia Heights, St. Paul, Winona, and St. Cloud. The report concludes with a brief assessment of the program. (MM)

ED 365 410            PS 021 252

Allen, MaryLee; And Others
Helping Children by Strengthening Families: A Look at Family Support Programs.
PUB DATE- 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Child Advocacy; Child Health; Childhood Needs; Child Rearing; Child Welfare; Early Childhood Education; *Family (Sociological Unit); *Family Programs; Parent Child Relationship; *Parent Education; *Parenting Skills; Parents;

ED 365 428 PS 021 827

Saraswathi, T. S.; And Others
Reaching Out: IDRC-HDFS Research Network (India). Final Report.
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; College Students; Day Care; Employment; Faculty Development; Females; Foreign Countries; Networks; Outcomes of Education; Preschool Education; *Professional Development; Research Design; *Researchers; Self Esteem; Time Management; Writing (Composition)
IDENTIFIERS- India; International Development Research Centre ON; *Research Training

This report documents the activities of the Research Network, a coordinated effort of the International Development Research Center (IDRC) and the Human Development and Family Studies (HDFS) Department of Baroda University (India) during the period January 1990 to June 1993. The Research Network aimed to establish a network of consultative services for strengthening research competence of mid-career professionals in tenured positions in HDFS departments across India. Intensive inservice training for participants was provided through a series of workshops on preparing research proposals, developing a plan for statistical analysis, report writing, and writing papers for publications and dissemination through oral presentation. An interdisciplinary orientation was adopted, and consultants from various disciplines such as psychology, sociology, social work, linguistics, and psychometry participated. The report is organized into three parts. Part 1 deals with the project's aims; organizational framework and proceedings of the workshops, conferences, and symposia; project evaluation; and future directions. Part 2 presents a summary report of the 5 research studies of 10 participants. The research topics were: (1) problems in learning to read and write in Indian languages; (2) evaluation of the preschool component of the Integrated Child Development Scheme; (3) development of self-esteem among women; (4) time use by college students; and (5) women's work and child care. Part 3 contains 13 appendices including lists of participants and papers presented, and summaries of speeches presented. References are included with the research reports. (TJQ)

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ED 365 429 PS 021 838

The Right Place at the Right Time: A Parent's Guide to Before- and After-School Child Care.
PUB DATE- 93
NOTE- 25p.; This brochure is adapted from "Standards for Quality School-Age Child Care," (1993), published by the National Association of Elementary School Principals (NAESP) in cooperation with the School-Age Child Care Project of the Wellesley College Center for Research on Women.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

than did the emergent literacy group. Although the results suggest that there is a relationship between parents' perceptions of literacy learning and those which their children are developing, there was a weak relationship between parents' perceptions of literacy learning and their children's emerging literacy knowledge. The findings suggest that children develop perceptions of literacy consistent with those of their parents before they begin literacy programs in school. (Contains 29 references.) (MDM)

ED 365 449            PS 021 950

Gregg, Soleil
Partnerships: Sharing Responsibility for Children. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Health; Child Welfare; Cooperative Programs; Early Childhood Education; *Educational Improvement; Elementary Secondary Education; Family Role; *Government School Relationship; High Risk Students; Parent Participation; *Parent School Relationship; Poverty; Program Descriptions; *Responsibility; *School Community Relationship; School Role; Socioeconomic Influences; *State Legislation; State Programs
IDENTIFIERS- *Appalachia; Kentucky; Tennessee; Virginia; West Virginia

Because increasing numbers of children come to school with problems caused by poverty, divorce, drug use, and teenage pregnancy, schools may no longer be able to limit themselves solely to academic roles. This brief argues that schools, families, and communities need to work together to help children overcome the challenges that they face. It also recommends that policymakers, school staff, and parents should work together to improve: (1) child health, safety, and development; (2) home-school communications; (3) parent-school involvement; (4) home study; (5) site-based decision-making; and (6) school-community relationships. Supplements that review parental involvement initiatives, state-school collaborations, federal-state collaborations and specific state legislation in Kentucky, Tennessee, Virginia, and West Virginia are also included. (MDM)

ED 365 450            PS 021 986

Forte, Imogene; Schurr, Sandra
The Definitive Middle School Guide: A Handbook for Success.
PUB DATE- 93
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; Creative Thinking; Critical Thinking; Curriculum Development; Curriculum Guides; *Educational Practices; *Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High

ED 365 470 PS 022 032

Stief, Elizabeth A.
The Role of Parent Education in Achieving School Readiness.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 93
NOTE- 29p.; Social Services Program Employment and Social Services Policy Study.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; *Federal Programs; *Parent Education; *Parent Role; Parents as Teachers; Prevention; Program Effectiveness; *School Readiness; State Programs
IDENTIFIERS- *National Education Goals 1990

Goal One of the National Education Goals states that, by the year 2000, every child in America will start school ready to learn. The second objective under this goal (that parents will be their child's first teacher, devote time daily to helping their child learn, and receive training and support) emphasizes the important role parents play in helping to ensure that their children are prepared for formal learning. This report examines successful state and federal parent education programs, observing that successful approaches are voluntary, intensive, flexible, accessible, respectful of families, culturally sensitive, and comprehensive. Effective programs also provide multiple delivery systems, use staff whose background reflects that of the target population, recruit first-time parents and fathers as well as mothers, and use well-developed curricula. Successful programs profiled include: (1) Arkansas' Home Instruction for Preschool Youngsters; (2) Connecticut's Parent Education and Support Centers; (3) Hawaii's Healthy Start Program; (4) Kentucky's Parent and Child Education; (5) Maryland's Family Support Centers; (6) Minnesota's Early Childhood Family Education; (7) Missouri's Parents as Teachers; (8) South Carolina's Target 2000 Parent Education Program; and (9) Washington's Project Even Start. The parent education component of several federal programs, such as the Comprehensive Child Development Program, Even Start, and Family Resource and Support Program are discussed. The report concludes by noting that, overall, parent education programs should be part of a continuum of community-based, family-centered, prevention-oriented services for children and their families. (MDM)

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ED 365 471 PS 022 040

Reaching the Goals. Goal 2: High School Completion. Technical Report.
PUB DATE- Dec 93
NOTE- 131p.; Prepared by the OERI Goal 2 Workgroup. For a related document, see ED 363 455.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; Disadvantaged; *Dropout Characteristics; *Dropout Prevention; *Dropout Rate; Dropout Research; *Dropouts; Elementary Secondary Education; Graduation; *High Risk Students; High School Students; School Effectiveness
IDENTIFIERS- *National Education Goals 1990

Noting that a better grasp of the dynamics of student development

Community Relations; *Delivery Systems; *Disabilities; Human Services; *Independent Living; *Normalization (Disabilities); *Rural Areas; Social Integration; Social Support Groups; *Supported Employment; Vocational Rehabilitation

This proceedings contains presentations, workshop summaries, program profiles, and other highlights of a conference on rural disability issues. The major conference theme was the normalcy of having a disability. A plenary discussion developed a list of 17 rural community disability priorities. Keynote speeches were: (1) "Rural Economies and Disability" (Dennis O'Donnell); (2) "Building Strong Inclusive Community through Servant Leadership" (Bob Jahner); and (3) "Community Development and Advocacy" (Jim DeJong). Workshops focused on strategies to use naturally occurring rural assets. Nine workshops are summarized, covering integration of health care with rural service delivery, child care and community inclusion for young children, vocational rehabilitation, aging in rural areas, issues in rural independent living, developing local support groups for rural independent living, parenting education to prevent child abuse and preserve families, community development and advocacy, and community and human development in the rural context. Five facilitators synthesized a blueprint for action that focuses on making personal connections between the disabled and nondisabled in the community and building support from diverse community groups. A final section summarizes a preconference forum "Choosing Inclusion: Consumer-Driven Supported Employment." Forum workshops covered diversified funding strategies, training and technical assistance for supported employment, and cross-cultural services for American Indians with disabilities. Six programs receiving awards for "best practices in rural independent living" are profiled. (SV)

ED 365 489          RC 019 438

O'Donnell, Dennis
Rural Economies and Disability.
PUB DATE- Sep 93
NOTE- 8p.; In: "Common Threads '93: Equitable Solutions...Because Disability Is a Natural Part of Human Experience." Proceedings of a National Conference on Rural Disability Issues (Missoula, MT, September 10-13, 1993); see RC 019 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Community Relations; *Community Services; Delivery Systems; *Disabilities; *Economic Development; Rural Areas; Rural Development; *Rural Economics
IDENTIFIERS- *Integrated Services

Both the rural economy and the disability community in rural areas can benefit from a recognition that they are mutually dependent. With the decline of rural America, the economic base underpinning all aspects of disability support systems is weakening. In addition, rural disability services often are compartmentalized along functional lines with varying degrees of internal interaction and weak linkages to community economic development efforts. Recent research suggests that a starting point for improving the situation would be to take the larger world as a given and out of local control, look at local efficiency as a principle goal, and deal with local problems systemwide rather than piecemeal. Development of nonprofits and consolidation of public services may be ways to regenerate local growth through reorganization of local resources. In

Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; *Cocaine; Cubans; *Drug Use; *Hispanic Americans; Incidence; Individual Characteristics; *Marijuana; Mexican Americans; Puerto Ricans; Sedatives; Socioeconomic Status; Young Adults
IDENTIFIERS- *Health and Nutrition Examination Survey; Inhalants

As part of the Hispanic Health and Nutrition Examination Survey (1982-84), prevalences of marijuana, cocaine, inhalant, and sedative use were examined among Hispanic Americans, aged 12-74. This report analyzes data on 3,394 Mexican-Americans in the Southwest, 1,286 Puerto Ricans in the New York City area, and 555 Cuban-Americans in the Miami area, aged 12-44. For each drug category, prevalence of use in each population group is tabulated by age group, sex, language of interview, educational attainment, marital status, country of birth, family income, and poverty status. Cross-cultural comparisons show that Mexican-Americans and Puerto Ricans were equally more likely than Cuban-Americans to have ever used any of the selected drugs or to be current users. However, inhalants and sedatives were not widely used by any group. The pattern of similarity between Mexican-Americans and Puerto Ricans was disrupted by prevalences for cocaine use; Puerto Ricans were more than twice as likely as other respondents to be current or lifetime users. Respondents with a high school education or more were more likely than others to have ever used marijuana, cocaine, or sedatives; this relationship did not always hold true for current use. Higher prevalences of both current and lifetime drug use were generally associated with being male, single, and U.S.-born; preferring to speak English; and having family income above the poverty level. Appendices present sociodemographic variables and marijuana prevalences for Mexican-Americans and Puerto Ricans, aged 45-74; the survey instrument; and a glossary. Contains many data tables. (SV)

ED 365 508 SE 052 717

Ruffin, Minnie R.; And Others
Report of the 1989-90 Barrett Math Program. Report No. 12, Vol. 25.
PUB DATE- Feb 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Basic Skills; Cognitive Measurement; *Computation; *Educational Objectives; Elementary Education; Instructional Improvement; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; *Problem Solving; Program Descriptions; *Skill Development
IDENTIFIERS- *Atlanta Public Schools GA; Georgia

During the 1989-90 school year, the Barrett Math Program was piloted in selected sections of grades K-7 in five Atlanta (Georgia) Public Schools (APS) elementary schools. The Barrett Math Program is designed to improve the total mathematical skills of elementary school students, including computation, concepts, and problem solving, as measured by the Iowa Test of Basic Skills (ITBS). At the end of the school year, the Barrett Math students' gain in mean normal curve equivalent (NCE) points was compared with the gain in NCE points for nonprogram students at the Barrett schools (I-controls) and for students selected from five control schools (E-controls). Results indicated that overall the Barrett Math students significantly outgained the I-control students in total mathematics scores

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Algebra; *Attribution Theory; Causal Models; *College Mathematics; Correlation; *Helplessness; Higher Education; *Mathematics Achievement; Mathematics Education; *Performance Factors; *Predictor Variables
IDENTIFIERS- Attribution Style Questionnaire; *Frustration

This study examines the effectiveness of multiple methods of soliciting attributions. The Attributional Style Questionnaire, specific attributions, and causal dimensions are used to predict the grades and feelings of frustration of college algebra students. The results show that, contrary to current theoretical work, both specific attributions and causal dimensions are equally effective in predicting grades and feelings of frustration. The implications for these multiple methods are discussed. Directions for further research in this area are suggested. (Contains 36 references.) (Author)

ED 365 529 SE 053 946

Dolan, Dan, Ed.; And Others
Mathematics Teacher Resource Handbook. A Practical Guide for K-12 Mathematics Curriculum.
PUB DATE- 93
NOTE- 459p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Educational Resources; Elementary Secondary Education; Instructional Materials; *Mathematics Curriculum; Mathematics Instruction; State Curriculum Guides; Textbooks
IDENTIFIERS- Add Ventures for Girls; NCTM Curriculum and Evaluation Standards; *State Level Textbook Adoption

This handbook is one of a series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. The handbook is designed to provide basic information on the background of mathematics curriculum, and current information on publications, standards, and special materials for K-12 mathematics. Part 1 contains six chapters on curriculum development: trends in school mathematics, a step-by-step description of curriculum process and design, lists of programs studying or developing curriculum, topics in the K-12 mathematics curriculum, descriptions of statewide frameworks, and lists of curriculum guides by state departments of education and their publication titles. Part 2 contains four chapters on curriculum guides and supplementary materials: methods of assessing mathematics curriculum effectiveness, a selection of recommended curriculum guides, a source list for special projects, and a list of recommended trade books. Part 3 includes an annotated list of curriculum material producers, a list of mathematics textbooks adopted by each state, and an index to reviews of mathematics textbooks. An appendix contains a reprint of "Add-Ventures for Girls: Building Math Confidence." (MDH)

ED 365 530 SE 053 950

On the Right Track: The Consequences of Mathematics Course Placement Policies and Practices in the Middle Grades.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

program and information on facilitating group discussions. At the time of this writing, over 500,000 students have taken one or more years of the program. Some of the material has been translated into Lao, Ilokano, and Japanese. FAST 1 is also available in Braille. (PR)

ED 365 550 SE 054 028

Wilke, Richard J., Ed.
Environmental Education Teacher Resource Handbook: A Practical Guide for K-12 Environmental Education.
PUB DATE- 93
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Curriculum Design; Curriculum Guides; Educational Assessment; *Educational Resources; Elementary Secondary Education; *Energy Conservation; *Environmental Education; Financial Support; *Instructional Materials; State Curriculum Guides
IDENTIFIERS- Trade Books

This handbook is one of a series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. The handbook is designed to provide information on the background of environmental education (EE) curriculum, as well as current, comprehensive information on publications, standards, and special materials for K-12 EE. The 13 chapters address various topics involving EE curriculum development. The chapters are: (1) "Environment in the K-12 Curriculum: An Overview" (John F. Disinger); (2) "Integration and Curriculum Design" (Trudi L. Volk); (3) "Where's the Money? Funding Curriculum Projects" (Anne L. Green); (4) "State-Level Curriculum Guidelines: An Analysis" (Karen Marshall); (5) "State-Level Curriculum Guidelines: A Listing"; (6) "Assessment in Environmental Education" (Tom Marcinkowski); (7) "Curriculum Materials for Environmental Education" (David Haury, Joe E. Heimlich, and Mary Norton); (8) "Sources and Ideas for Special Projects" (Jennie F. Lane and Cathrine E. Rossow); (9) "Children's Trade Books in Environmental Education" (Lynne Krueger); (10) "Curriculum Material Producers"; (11) "Statewide Textbook Adoption"; (12) "Index to Reviews of Education Materials"; and (13) "Kraus Curriculum Development Library (KCDL) Locations." An appendix contains a reprint of an exemplary curriculum guide produced by the California Energy Extension Service, "Conserve and Reduce: An Energy Education Activity Package for Grade 4-6." An index of terms is provided. (MDH)

ED 365 551 SE 054 030

Crow, Linda W.; Bonnstetter, Ronald J.
Formative and Summative Assessment of a Reform Project: Models of Change. A Glimpse at the Texas Scope, Sequence and Coordination Project (SS&C).
PUB DATE- 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

divided into sections of general works, political system, government and policy making, economy, society and culture. Contains 124 references. (DK)

ED 365 572 SO 023 299

Alperstein, Cory Ann; Weyl, Ronnie B.
Arts for Everykid: A Handbook for Change.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 92
NOTE- 163p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Art Education; *Basic Skills; *Citizen Participation; *Educational Quality; Elementary Secondary Education; Fund Raising; Policy Formation; Publicity; Public Policy
IDENTIFIERS- *New Jersey

This handbook seeks to provide advocates with the tools they need to encourage arts education in the schools, particularly in New Jersey. The document includes background material on arts education and advocacy, a set of 11 reasons why the arts are basic to education, and an explanation of what constitutes a quality arts education. Under the major heading, "The How-to of Advocacy," the handbook provides tips about getting started, publicity and promotion, working within the political and education arenas, and fundraising. Chapters dealing with "The National Scene" and "The New Jersey Scene" explain organizations and activities occurring on the national and state level in support of quality arts education. "A Call to Action," the concluding chapter of the document, offers thoughts for would-be arts advocates. The handbook also includes a foreword, an introduction, acknowledgments, details about the artwork (all produced by students), footnotes and sources, a listing of other resources, and order forms. (SG)

ED 365 573 SO 023 347

Helwig, Charles C.
The Role of Social Context and Agent in the Development of Abstract Rights Concepts.
PUB DATE- Mar 93
NOTE- 16p.; Research supported by a Connaught Phase I Research Grant. Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Childrens Rights; *Decision Making; Elementary Education; Elementary School Students; Ethical Instruction; Foreign Countries; *Freedom of Speech; Grade 1; Grade 3; Grade 7; Junior High Schools; Junior High School Students; Moral Values; Problem Solving; *Religious Conflict; Social Science Research; *Value Judgment
IDENTIFIERS- Canada; *Religious Freedom

Research suggests that adolescents as young as 13 years old reason about such abstract rights as freedom of speech and religion. It is unclear whether such reasoning develops earlier. Also unclear is the role of adults as agents in militarily to Japanese actions in World War II. The unit includes information on post World War II Europe and how the balance of power was stabilized by 1950. The unit concludes by attempting to foresee the balance of power in the future. (DK)

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ED 365 591            SO 023 536

Tegnell, Geoffrey; Ladenburg, Thomas
Revolution and Intervention: U.S.-Cuban Relations in the 20th Century. SSEC American History Series.
PUB DATE- 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diplomatic History; Foreign Countries; *Foreign Policy; History Instruction; *International Relations; Intervention; Primary Sources; Revolution; Secondary Education; Teaching Guides; *United States History
IDENTIFIERS- Castro (Fidel); *Cuba; *Cuban Missile Crisis; Cuban Revolution; Kennedy (John F)

This unit for U.S. history courses examines a number of questions raised by U.S.-Cuban relations beginning with the Spanish-American War of 1898 and ending with the missile crisis 64 years later. These questions are on such topics as the appropriate U.S. stance toward a nationalistic reform movement, a social revolution, and a military build up in Cuba by an extra-hemispheric power. At the unit's center are simulations of two focal events in U.S.-Cuban relations: (1) the Bay of Pigs invasion in April 1961, and (2) the missile crisis 18 months later. Lessons preceding these two simulations trace fundamental U.S. foreign policy making toward Cuba from the 1826 declaration of the Monroe Doctrine on. The unit then offers students the opportunity to apply what they have learned about the questions raised by revolution and intervention in Cuba to the Dominican crisis of 1965. The unit concludes by asking students to review the history of U.S. policy toward Cuba in order to prepare an essay advocating the predominance of one of three underlying motives that notable historians have ascribed to the United States policymakers. This document consists of a summary of chapter activities to serve as a guide for teachers, a section of teacher directions for each chapter with an overview, objectives, materials, and procedure, and a section of student reading for all 10 chapters. The readings include handouts, maps, and primary sources such as government documents, writings by different historians, and the Charter of the Organization of American States. (DK)

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ED 365 592            SO 023 541

Ryan, Sandra; Kellaghan, Thomas
Research into Secondary School Curricula in Ireland. European Educational Research Workshop (Valleta, Malta, October 6-9, 1992).
PUB DATE- Oct 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Curriculum Research; Foreign Countries; Secondary Education; *Secondary School Curriculum;

science classes is examined and interpreted. The instrument used for the research and charts and graphs illustrating study results are included in appendixes. (Author/DK)

ED 365 611          SO 023 657

Placement of Religion in the Social Studies Curriculum. Committee Report.
PUB DATE- Jan 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Religion; *Religion Studies; Religious Differences; *Social Studies; *State Church Separation; State Curriculum Guides; World History
IDENTIFIERS- *North Carolina

This document is the report of a committee charged with two tasks: (1) to examine the state recommended sequence of study and the recommended textbooks for purposes of determining whether or not North Carolina's students were afforded adequate opportunities to study the roles of religion in shaping the human heritage in the United States and the larger world; and (2) to report its findings and to make appropriate recommendations to the State Board of Education. The report contains background material about the importance of education about religion for understanding culture and history, textbook content, the legal issue of the separation of church and state and its implications for teaching religion as opposed to teaching about religion in the public schools, pedagogical issues, and the curriculum in areas other than social studies. Recommendations of the committee include: (1) adopting suggested revisions to the social studies section of the curriculum and the teacher handbook that accompanies it; (2) alerting textbook publishers and the state textbook commission of the changes; (3) taking steps to acquaint school administrators, school boards, and teachers with the law pertaining to teaching about religion in the school and with approaches to dealing with questions; (4) linking curriculum revision with provision for state wide staff development programs; and (5) considering the need for examining the teaching about religion in other curriculum areas. The committee suggests that history and social studies cannot be taught adequately without significant reference to the role of religion. (DK)

ED 365 612          SO 023 658

Rimmerman, Craig A.
AIDS and Community Action: Developing a Pedagogical Strategy.
PUB DATE- Sep 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

and each dealing with one particular custom. Early units address simple issues; later units relate to more complex subjects. Topics include: clothing; holidays; health and illness; food taboos; eating out; guests and hosts; confusing phrases; greetings; forms of address; body language; touching in public; dating; weddings; good and bad luck; parents and children; the classroom; the changing role of women; attitudes toward aging; stereotypes and prejudice; and religious practices and beliefs. Within each unit are diverse activities and exercises to develop discussion and build English language skills. Exercises include comprehension and inference questions, vocabulary development, puzzles, role-playing, interviews, and oral and written reports. Activities are designed to be self-explanatory and allow for flexibility in use. (MSE)

ED 365 157 FL 021 785

Chamot, Anna Uhl; And Others
Methods for Teaching Learning Strategies in the Foreign Language Classroom and Assessment of Language Skills for Instruction. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Classroom Techniques; Diagnostic Tests; High Schools; Independent Study; Instructional Materials; Introductory Courses; Japanese; *Language Tests; *Learning Strategies; Listening Comprehension; Material Development; Problem Solving; Reading Comprehension; Russian; Second Language Instruction; *Second Language Learning; Skill Development; Spanish; Speech Skills; *Student Placement; Teacher Education; Test Construction; Vocabulary Development

Two studies are reported. The first investigated the feasibility of integrating learning strategy instruction into high school beginning and intermediate level Russian and Spanish classes. The second study assisted teachers and students of Japanese, Russian, and Spanish to implement informal assessment activities in their classrooms. A literature review examines previous research on learning strategies and the "good language learner," motivation, alternative assessment, and whether or not learning strategies can be taught. The two studies are then described, detailing the subjects, sites, instruments, and procedures for the three languages involved in the three years of the studies. Both studies were conducted in the Washington, D.C. area in three public school districts and one private school, with the collaboration of two Japanese teachers, four Russian teachers, and seven Spanish teachers. Instructional materials designed to teach learning strategies explicitly were developed for and integrated into the Spanish and Russian curricula. Teachers were provided with guidelines for instruction in vocabulary learning, listening and reading comprehension, speaking, self-regulated learning, and problem-solving. Major accomplishments included identification of relevant strategies, successful classroom implementation, development of instruments to assess the effectiveness of instruction, and increases in student self-confidence and language skills. Substantial related materials are appended.

three professional programs (business, pharmacy, and accounting); (2) planning strategies used by faculty to examine the curriculum in these programs; and (3) relationships between strategies used by program planners and factors influencing the professional preparation environment. The results of 31 interviews with curriculum committee members of each school, as well as faculty, administration, staff, and students not on the committee are presented. Findings suggest that the requirements of the successful practitioner are changing more rapidly than the professional school curriculum. Among the study's conclusions are the following: that the internal characteristics of each school suggest individualized blueprints for successful change; that programs preparing graduates for a practice requiring licensure focus on preparing graduates to meet licensure requirements; that developmental planning behavior occurs when programs react strongly to external influences; and that the degree of freedom a university allows a program adapting to a changing profession impacts developmental planning. An appendix lists external, internal, and intraorganizational factors influencing change. (Contains 65 references.) (GLR)

ED 365 177 HE 026 857

Long, Patricia N.; Amey, Marilyn J.
A Study of Underprepared Students at One Community College: Assessing the Impact of Student and Institutional Input, Environmental, and Output Variables on Student Success. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Environment; College Freshmen; *College Outcomes Assessment; Community Colleges; Comparative Analysis; Grade Point Average; *High Risk Students; Reading Skills; Statistical Analysis; *Student Evaluation; Student Placement; Two Year Colleges; Two Year College Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; *Johnson County Community College KS

This study identified input, environmental, and output variables accounting for differences between successful and unsuccessful groups of underprepared students at Johnson County Community College (Kansas). The study applied an adaptation of Alexander Astin's input-environment-output model of assessing student and institutional effectiveness. "Underprepared" students (n=313) were defined as earning assessment scores resulting in placement in a developmental reading or English course. Successful students (n=188) were defined as those underprepared students who eventually earned a degree or certificate or completed at least 24 credit hours. Two input variables were found to distinguish between the successful and unsuccessful groups: (1) reading scores and reading placement level on the "Assessment of Student Skills for Entry and Transfer" measure and (2) high school grade point average. The only environmental variable separating the groups was the number of first term credit hours. Two output variables, highest developmental English course completed and nondevelopmental grade point average, were also significant factors in separating the two definitions of sexual harassment and factors affecting definitions. This section notes that nearly all institutions define and prohibit sexual coercion while "hostile environment harassment" is less widely proscribed. Chapter 3, on the prevalence of harassment, reviews pertinent research and discusses experiences of female faculty and whether men can be harassed. Chapter 4 addresses the legal context of sexual harassment. This covers university employees, "quid pro quo harassment," hostile environment harassment, federal guidelines, liability, disciplining faculty, and review of several key cases. Chapter 5, on policies and procedures, looks at the extent and nature of policies, union role, grievance arbitration, and responding to complaints. Chapter 6 treats consensual amorous relationships between faculty and students and recommends formally proscribing such relations. Appendixes contain a sexual experiences questionnaire; examples of campus policies from Minnesota State University System, Sand Diego State University, University of Iowa, and University of Wisconsin-Madison; and the National Education Association statement on harassment. (Contains 83 references.) (JB)

ED 365 195          HE 026 970

Leon, David J.
Mentoring Minorities in Higher Education: Passing the Torch.
PUB DATE- 93
NOTE- 64p.; Part of the series, "To Promote Academic Justice and Excellence."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *College Students; Faculty College Relationship; Faculty Recruitment; Helping Relationship; Higher Education; *Mentors; *Minority Groups; *Minority Group Teachers; *School Holding Power; Student College Relationship; *Student Recruitment; Unions
IDENTIFIERS- Protege Mentor Relationship

This booklet on mentoring of minority students and faculty by majority students and faculty presents information on mentoring, its background and problems associated with it. The document follows a recent joint statement on the issue by the National Education Association and the American Association of University Professors. An overview of the status of minorities in higher education covers demography, the faculty pipeline, and limitations and obstacles for minorities on campus. A section on retention programs that work describes the key features of such programs including leadership at the highest institutional levels, sound planning, an institution-wide approach, expanding the pool and pipelines, and financial support. A section specifically on mentoring in higher education defines mentoring and discusses how it has traditionally worked in American doctoral programs. It also explores obstacles to establishing mentoring programs for minorities and women faculty and offers guidelines for establishing and supporting mentoring programs. A final section explores the role of faculty and staff unions. Appendixes contain the joint National Education Association/American Association of University Professors statement on mentoring and a list of mentoring programs in higher education. (Contains 57 references.) (JB)

ED 365 196          HE 026 971

Julius, Nancy B., Ed.; Krauss, Herbert H., Ed.

enrollment as compared to the previous year, that first-time freshmen enrollments were down, that growing institutions cited increases in transfer and adult students, and that shrinking institutions cited drops in the number of high school graduates and increasing tuition as factors. Data presented in the tables indicate full-time and part-time head count enrollments during academic year 1982-83 and 1983-84; 2-year comparisons by enrollment category; total enrollment at the 10 largest campuses; undergraduate enrollment at the 10 largest campuses; graduate enrollment at the 10 largest campuses; first professional enrollment at the 10 largest campuses; first-time freshmen enrollment at the 10 largest campuses; and institutions reporting increasing or decreasing enrollments. A final table shows fall enrollments for specific member institutions. (JB)

ED 365 214 HE 027 005

Enrollment at State and Land-Grant Universities, 1984-85.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Students; Enrollment; *Enrollment Trends; Graduate Students; Higher Education; *Land Grant Universities; Professional Education; *State Universities
IDENTIFIERS- National Assn of State Univ and Land Grant Coll

This report summarizes data on fall (1984) enrollments based on a survey by the National Association of State Universities and Land-Grand Colleges of its member institutions (n=124). These institutions include both individual universities, which may or may not be comprised of a central campus and smaller branch campuses, and university systems of several major campuses. Study highlights note that member institutions generally showed steady enrollment as compared to the previous year, that first-time freshmen enrollments were down by .31 percent though the previous year showed a decline of .1 percent, that growing institutions cited increases in transfer and adult students, and that shrinking institutions cited drops in the number of high school graduates and increasing tuition as factors. Data presented in the tables report total head count by enrollment category; 2-year comparisons by enrollment category; full-time and part-time enrollments by enrollment category; total enrollment at the 10 largest campuses; undergraduate enrollment at the 10 largest campuses; graduate enrollment at the 10 largest campuses; first professional enrollment at the 10 largest campuses; first-time freshmen enrollment at the 10 largest campuses; and institutions reporting increasing or decreasing enrollments with reasons cited for the change. A final table shows fall enrollments for specific member institutions. (JB)

ED 365 215 HE 027 006

Ludwig, Meredith; Wassan, Heidi
Freshmen in the Spotlight. Report on Enrollments at Public, Four-Year Colleges and Universities, 1987-88.
PUB DATE- Jun 88
NOTE- 51p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Since 1988-89, reports indicate an improved ranking for Washington in appropriation per student while measures of participation rates have indicated a decrease in ranking or little or no change. This is largely due to a state population increase that has out-paced or equalled modest enrollment increases. (GLR)

ED 365 235 HE 027 027

Education Cost Study, 1989-90.
PUB DATE- Nov 90
NOTE- 251p.; For related documents, see HE 027 028-033.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Costs; *Enrollment; *Expenditure per Student; Full Time Equivalency; Graduate Study; Higher Education; Operating Expenses; *Public Colleges; State Universities; Statistical Data; Teacher Student Ratio; Undergraduate Study
IDENTIFIERS- Central Washington University; Eastern Washington University; Evergreen State College WA; University of Washington; *Washington; Washington State Community College System; Washington State University; Western Washington University

This study of educational costs reflects the undergraduate and graduate costs incurred by Washington State public institutions of higher education during the 1989-90 fiscal year. The study's examined cost factors and cost distribution ratios for each public higher education institution in the state in order to establish tuition and fee ratios. Data reports are presented from the following institutions: University of Washington; Washington State University; Central Washington University; Eastern Washington University; The Evergreen State College; Western Washington University; and Washington Community Colleges. The data from each school are displayed by discipline and level, along with information on direct and indirect costs per full-time student, enrollment data, and student/faculty ratios. Cost data include findings that the average instructional costs for undergraduate study were $5,675 per average annual full-time equivalent (AAFTE) student attending the research institutions; $5,402 per AAFTE attending comprehensive institutions; and $3,468 per AAFTE at community colleges. The average overall instructional costs per AAFTE, when factoring in the costs for graduate study, were $7,104 for research institutions and $5,656 for comprehensive schools. An appendix contains the Classification of Instruction Programs codes as published by the National Center for Education Statistics in 1981. (GLR)

ED 365 236 HE 027 028

Higher Education Finance Issues: Briefing Paper.
PUB DATE- Dec 91
NOTE- 15p.; For related documents, see HE 027 027-033.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Comparative Analysis; *Costs; *Educational Finance; Enrollment Trends; Fees; Financial Support; Guidelines; Higher Education; *Public Colleges; *State Aid; Student Financial Aid; Trend Analysis; *Tuition; *Undergraduate Study

Multiculturalism" (Jody Myers); and (11) "Two Ambiguities in Teaching (About) Religion in California's Public Schools" (John Hatfield). The final paper is a book review by Jean Graybeal of the volume "Teaching the Introductory Course in Religious Studies: A Sourcebook" (Mark Juergensmeyer, Ed.). (Five papers cite references.) (JB)

ED 365 255 HE 027 048

Mncube, Stephen Sipho, Ed.
The World University System as a Model Prospectus for Institutions of Higher Learning in a Changing World.
PUB DATE- 92
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Curriculum Design; *Educational Innovation; Engineering Education; Foreign Countries; Futures (of Society); *Higher Education; Information Dissemination; Models; Outcomes of Education; Role of Education; Teacher Education
IDENTIFIERS- Academic Community; Tagore (Rabindranath); *World University

This volume presents 10 papers originating with the World University System located at various sites in the Caribbean and the United States which were selected to show the innovative work of that institution between 1976 and 1980. The World University was founded in 1965 in Puerto Rico by John Brann and was based on innovative approaches to learning and institutional structure. It was accredited by the Middle States Association of Colleges and Universities and the Council of Puerto Rico Accreditation of Higher Learning. It closed in 1989. The papers are: (1) "A Re-Appraisal of the World University" (John Brann); (2) "The University as a Community of Learners" (Ronald Bauer); (3) "The Open-Court: An Ideal Concept of Management for Information Dissemination to Students" (Stephen S. Mncube); (4) "Tagore, the Poet That Exemplified Learning, Teaching, Managing and Serving" (Barbra Painter); (5) "Curriculum Design Development of the Individual: A Program of Orientation to the Continuous Processes of Learning, Teaching and Social Change" (Carole Cloherty and Stephen Mncube); (6) "Education for the New Age of World Integration" (Norman C. Dowsett and Stephen S. Mncube); (7) "New Directions in Engineering Education" (Paul T. Torda); (8) "Professional Development of Educators of Adults" (Alexander N. Charters); (9) "A Profile of an Innovative Educational Institution of Higher Learning in Puerto Rico" (Stephen S. Mncube); and (10) "A Proposed Model to Measure Educational Outcomes" (Siegfreid E. Herrmann). (Seven papers include references or brief bibliographies.) (JB)

ED 365 256 HE 027 049

Polson, Alasdair
Understanding and Managing Shock: A Core Curriculum for an Intensive Care Unit.
PUB DATE- 29 Oct 93
NOTE- 13p.; Curriculum Design Project, Queen's University, Ontario, Canada.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

IDENTIFIERS- *Illinois

The Illinois Board of Higher Education created and charged the Committee to Study Underserved Areas with the task of examining the issues and developing recommendations concerning areas of the state in need of additional educational services. Specifically, this committee report discusses the following concerns: (1) the Board of Higher Education's authority, policies, and procedures that affect underserved areas, including the approval and review of off-campus programs; (2) the needs that exist in underserved areas of the state; (3) the most effective means of delivering programs to underserved areas; (4) institutional collaboration and coordination in the planning and delivery of programs to underserved areas; and (5) appropriate models that are tailored to different populations and regional economies. The report concludes with the Committee's recommendations in the areas of program coordination in the state's geographical regions, criteria for approval of off-campus units of instruction, the improvement of the quality and cost-effectiveness of off-campus programs, and policy directives for capitalizing upon the capabilities of telecommunications-based instructional delivery systems. Appendices provide a list of committee members, a list of the papers presented to the Committee, figures and directories pertaining to underserved areas, and the state-funded programs targeting underserved areas. (GLR)

ED 365 276 HE 027 069

Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities. Item #6.
PUB DATE- 7 Jan 92
NOTE- 43p.; For related documents, see HE 027 068-070.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Community Colleges; Educational Improvement; *Educational Opportunities; *Educational Policy; Educational Quality; Financial Support; Higher Education; Nontraditional Education; Off Campus Facilities; Policy Formation; Public Colleges; State Aid
IDENTIFIERS- *Illinois

This document presents recommendations of the Illinois Committee to Study Underserved Areas concerning areas of the state in need of additional educational services. The document urges the Illinois' Board of Higher Education to adopt the Committee's recommendations as the Board's official policy. In summary, the Committee proposes the establishment of regional consortia as a means of promoting enhanced cooperation among colleges and universities and as a vehicle for avoiding duplication of efforts while improving program quality and cost effectiveness. The Committee also recommends the development of a statewide telecommunications-based instructional delivery system. It is believed that by capitalizing upon telecommunications technology, higher education can expand services even though new resources for supporting off-campus programs will be severely limited. Implementation of this policy requires a capital investment that would be spread over several years. This investment can be made through the reallocation of grants under the Higher Education Act. These grants will be used on a matching basis to support the establishment of local and regional telecommunications networks that can be efficiently interconnected on a statewide basis. These recommendations would replace existing Master Plan policies relating to interinstitutional cooperation and off-campus programs. (GLR) represented over three-fourths of the industrial technology programs in the country. Eight of 10 responding institutions offer computer-aided manufacturing, and more than half of these offer a sequence of courses. On average, each department uses two to three computer numerical control machines, and many different kinds of software are used. No one factor is a significant inhibitor of teaching computer aided manufacturing. Nine tables present study findings. (Contains 6 references.) (SLD)

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ED 365 296 IR 016 469

Webre, Philip
Promoting High-Performance Computing and Communications. A CBO Study.
PUB DATE- Jun 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Networks; Cost Effectiveness; *Economic Factors; Educational Technology; *Federal Government; Government Role; *Marketing; Public Agencies; Public Policy; Systems Development; *Technological Advancement; *Telecommunications
IDENTIFIERS- *High Performance Computing; High Performance Computing Act 1991; Internet; National Information Systems; National Research and Education Network; *Supercomputers; United States

In 1991 the Federal Government initiated the multiagency High Performance Computing and Communications program (HPCC) to further the development of U.S. supercomputer technology and high-speed computer network technology. This overview by the Congressional Budget Office (CBO) concentrates on obstacles that might prevent the growth of the high-performance computing and data communications industries. The market for supercomputers, relative to that of other technologies, is small. The main obstacle to the rise of large commercial markets for HPCC-developed technology is that cheaper workstations may preempt further growth of the supercomputer market as a whole. In addition, an economic inertia may occur, as conventional supercomputers, working well, become difficult to dislodge in the marketplace. The National Research and Educational Network (NREN) is central to the HPCC program. The ways in which Internet is becoming the core of a national data network promise well for HPCC in the future, but HPCC technology might be precluded from having a substantial effect on the current markets if demand for high-speed communications does not emerge as envisaged by HPCC leaders. Cost considerations and policy directions for HPCC are discussed. Five tables, six figures, and one box illustrate the discussion. Three appendixes discuss HPCC technology spinoffs and speed calculations. (SLD)

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ED 365 297 IR 016 470

State of Washington Strategic Information Technology Plan.
PUB DATE- Jan 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Agency Cooperation; Agency Role; Delivery Systems; *Educational Technology; *Information

This study investigated the level of use of videodisks and interactive video for industrial training purposes in northeastern Ohio. The study involved a mail survey which went out to 50 industry trainers in northeastern Ohio to determine their use of videodisks and interactive video; the study yielded a 42% response rate. Conclusions drawn from the responses indicated that video was widely used but interactive video was rarely used, with 19% of the respondents using interactive video for training purposes. The major reason for not using interactive video was the large expense of the medium. This report includes a model of an interactive video system. The 22-item questionnaire and tabulation of responses are appended. (Contains 13 references.) (TMK)

ED 365 316 IR 054 754

The Commission on Preservation & Access Annual Report, July 1, 1992-June 30, 1993.
PUB DATE- 93
NOTE- 47p.; For the 1991-92 annual report, see ED 352 984.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Annual Reports; Archives; Books; Electronic Equipment; Financial Support; *Information Technology; International Programs; Library Cooperation; Library Materials; Microfilm; Planning; *Preservation; Publicity; Technological Advancement; Telecommunications
IDENTIFIERS- Brittle Books; Commission on Preservation and Access; *Digital Imagery; National Endowment for the Humanities; *Scanning

The Commission on Preservation and Access was established in 1986 to foster, develop, and support collaboration among libraries and allied organizations in order to insure the preservation of the published and documentary record in all formats and provide enhanced access to scholarly information. This annual report describes the following activities: (1) operations, staffing, support, and a list of 1992-93 initiatives; (2) the international project; (3) technology assessment; (4) scholarly advisory committees concerned with providing advice on specific fields of scholarship; (5) brittle books program operated in conjunction with the National Endowment for the Humanities to save three million crumbling books through preservation reformatting; (6) the archives program; (7) communication in order to advocate and promote the preservation and access agenda and provide education and timely information among many constituencies; and (8) institutional and education initiatives. A special report, "From Preservation to Access--Paradigm for the Future," is included. Lists of the commission's publications, committees and task forces, board of directors, and staff are appended, along with the organization's financial statements. (JLB)

ED 365 317 IR 054 756

Saykanic, Donna M.
Improving Library Resources in an Elementary Media Center by Assuring Greater Ethnic and Gender Diversity.
PUB DATE- 93
NOTE- 54p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,

"Establishing the Agenda for Change" (Richard Owen); and (6) "What Can We Learn from the US Experience?" (Patricia Senn Breivik). Also included are the proceedings of 16 workshops and 76 recommendations from the workshops which provide the agenda for action on issues relating to information literacy in Australia. These recommendations address social justice, staff development, preservice training, research, partnerships and networks, economic development, advocacy, curriculum/methodology change, and supporting informal learning. Most of the papers contain references. (JLB)

ED 365 337 IR 054 790

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1992 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 93
NOTE- 122p.; For the 1992 edition, see ED 352 964.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); Audiotape Recordings; *Blindness; Braille; Floppy Disks; *Library Collections; *Library Services; Library Statistics; Media Adaptation; *National Programs; *Physical Disabilities; *Resource Centers
IDENTIFIERS- *National Library Service for the Blind

The first part of this National Library Service for the Blind and Physically Handicapped (NLS) directory lists NLS network libraries and machine-lending agencies arranged alphabetically by state. The information about each library includes address, telephone number, hours of operation, book collection, special collections, assistive devices, special services, and publications. Other library resources at the national level are listed in the second part of the directory, arranged alphabetically by the name of the organization. Each entry indicates eligibility requirements, special media available, subject coverage, and lending policies, which may vary from one organization to another. Two appendices give NLS network library statistics for FY 1992 (October-September) on readership and circulation divided by medium, including recorded disc, braille, and recorded cassette; and on budget, staff, and collections. (JLB)

ED 365 338 IR 054 791

Magazines in Special Media.
PUB DATE- 93
NOTE- 69p.; For earlier version, see ED 341 191.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Recordings; *Blindness; Braille; Disabilities; Floppy Disks; Large Type Materials; *Media Adaptation; *Periodicals; *Physical Disabilities

This is a descriptive listing of periodicals available in special media to blind and physically handicapped persons throughout the country. Part 1 lists all magazines produced by the National Library Service for the Blind and Physically Handicapped (NLS) for its free reading program. Magazines listed in Part 1 are available at no charge through cooperating libraries to persons who are unable to read or handle conventional print materials because of visual or physical based expert systems and other computer aids to indexing. Linguistic approaches are also showing promises. These areas, as well as regional subject access, hypertext, nonsubject access, and other leading edge information topics are examined in this book. The 12 chapters address: (1) basics of information retrieval; (2) the database industry; (3) subject access: problems and performance criteria; (4) the user-intermediary interface; (5) subject analysis and representation; (6) language in retrieval; (7) selection and evaluation of databases; (8) searching the database; (9) evaluation criteria and procedures; (10) factors affecting performance in information retrieval; (11) automatic methods of information retrieval; and (12) trends and future developments. A 23-page bibliography and an index are included. (JLB)

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ED 365 358 IR 054 843

Kochmer, Jonathan
Internet Passport: NorthWestNet's Guide to Our World Online. Fourth Edition.
PUB DATE- Mar 93
NOTE- 515p.; Formerly, "NorthWestNet User Services Internet Resource Guide (NUSIRG)."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Databases; Directories; *Electronic Mail; Electronic Publishing; Elementary Secondary Education; Gateway Systems; Higher Education; *Information Networks; Information Technology; Online Catalogs; *Online Systems; Telecommunications
IDENTIFIERS- Campus Wide Information Systems; *Internet; National Research and Education Network; Supercomputers

The purpose of this guide is to help computer network users get over the hurdle of new technologies. Every Internet user is different, but most network activities depend on the mastery of three basic skills: using electronic mail (e-mail) to communicate with other Internet users; logging in to remote computers with a service called Telnet, and obtaining online documents, software, and other materials via File Transfer Protocol (FTP). These skills are given as an orientation in the beginning of the book; the rest of this book is devoted to explaining how to use these skills while exploring the Internet. The topics included are: Internet overview; e-mail; e-mail servers; e-mail etiquette; e-mail gateways; telnet; FTP; file archives and compression; Usenet; LISTSERV; mailing lists; electronic journals, newsletters, and books; online public access catalogs (OPACs); databases and bibliographies; Archie; Gopher and Veronica; Wide Area Information Server (WAIS); Campus Wide Information Systems (CWIS); World Wide Web; directory services; using the Internet in K-12 schools; and supercomputers. Six appendices cover learning more about the Internet, connecting to the Internet, setting up a CWIS, NorthWestNet network operations, NorthWestNet acceptable use policies, and NSFNET backbone services acceptable use policy. A glossary and an index are included. (JLB)

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ED 365 359 JC 930 159

Iowa's Community Colleges: A Silver Anniversary Report.
PUB DATE- 92
NOTE- 85p.

the following instructional materials are presented: (1) a course syllabus, including meeting times, required student materials, an outline of class assignments, the grading scale, and attendance policies; (2) a grade sheet, given to each student to keep them aware of their progress in the course; (3) overhead slides used on the first day of class to introduce the topic; (4) a set of six classroom activities, including installing an E-Mail program, working with E-Mail on a LAN, simulating an office environment, gaining access and registering on a local BBS, gaining access to CompuServe (a commercial BBS), and establishing a BBS; (5) three laboratory activities, including using an E-Mail system, gaining access to the campus BBS, and installing a modem; and (6) examination materials. (MAB)

ED 365 375 JC 940 047

Falconer, Corinne
Transition: On Becoming a Community College Teacher.
PUB DATE- Dec 91
NOTE- 270p.; Masters project, Brock University, Ontario, Canada.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Change; *Career Choice; *College Faculty; College Instruction; Community Colleges; Faculty College Relationship; *Faculty Development; Foreign Countries; Job Satisfaction; Job Skills; Midlife Transitions; *Personal Narratives; Two Year Colleges; *Vocational Adjustment

In an effort to inform teacher development efforts, a study was conducted to identify and describe the factors involved in making the transition from "other" professional occupations to employment as community college teachers and transforming professional skills into effective teaching practices. The study focused on one female and two male full-time community college teachers without credentials but with a minimum of 3 years teaching experience. In-depth interviews were conducted in which participants were asked to narrate the circumstances surrounding their transition, and the subjects were later permitted to review the transcripts for accuracy and completeness. Results of the study included the following: (1) participants exhibited partial correspondence to existing research on career changers, citing the desire for personal growth/development and life crises within the previous two years as factors in the change; (2) two of the subjects indicated that they would definitely repeat the same career change, while the third expressed uncertainty; (3) both proactive and reactive strategies were employed to manage the strain associated with such career changes; and (4) the individuals relied on zones of stability provided by accurate anticipation of difficult situations and other professional competencies around which change could take place. Interview questions and transcripts are included. (MAB)

ED 365 376 JC 940 051

Falcone, Lisa, Ed.
Building Coalitions for the Fight against Drugs: Community College Initiatives.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 93
NOTE- 27p.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; College Role; Community Colleges; Educational Improvement; Educational Policy; Higher Education; Organizational Effectiveness; *Organizational Objectives; *Policy Formation; State Colleges; State Universities; *Statewide Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

The Board of Regents of the University and Community College System of Nevada (UCCSN) meets annually with campus presidents, academic vice-presidents, faculty senate chairs, and the Chancellor and his staff to articulate a UCCSN vision and to provide a framework for common directions throughout the system. These strategic directions and objectives serve as a systemwide resource. The 10 strategic directions identified during the February 1993 meeting were as follows: (1) enhance academic planning and integrate planning and budgeting efforts systemwide; (2) emphasize undergraduate education and enhance the quality of undergraduate education; (3) selectively develop graduate education systemwide which serves the needs of Nevadans; (4) enhance access to and retention in public postsecondary education; (5) recognize and reflect the diversity of society within UCCSN institutions; (6) emphasize and enhance collaborative programs within the system and between the UCCSN and other institutions and agencies; (7) provide a leadership role to promote economic health and growth of the state through its educational, research, and service efforts; (8) continue UCCSN's commitment to evaluation and assessment to ensure accountability; (9) strive to obtain additional resources, allocate adequate resources to accomplish UCCSN plans, and ensure that the resources are utilized to provide a maximum return on investment; and (10) recognize the importance of higher education in building common societal values and ethics, and seek ways to promote and enhance this role. For each strategic direction, a series of specific objectives were also developed. (PAA)

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ED 365 393            JC 940 070

Entrepreneurship Training in American Community Colleges.
SPONS. AGENCY- Kauffman Foundation, Kansas City, MO.
PUB DATE- 31 Jan 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Business Education; Community Colleges; *Community Education; *Entrepreneurship; Literature Reviews; Program Descriptions; *School Business Relationship; Small Businesses; Telephone Surveys; Two Year Colleges

A study was conducted to ascertain the scope of entrepreneurial education in community colleges serving major urban population centers and to connect that information with the colleges' role in providing occupational training in other areas. The study sought to provide information on the environment for Senate Bill 862, a bill that would provide funds for community colleges and historically black colleges to develop entrepreneurship training programs in economically distressed central cities and would make loans available for starting small businesses. The study methodology involved a literature review and telephone survey of 26 colleges in large cities in 15 states. The literature review examined program types, curricular components, guides, model programs and case studies,

Program Descriptions; Social Services
IDENTIFIERS- *Family Advocacy; Family Preservation Services; Family Resource and Support Programs; *Family Support

By strengthening families' ability to nurture their children physically, emotionally, and intellectually, family support programs increase the likelihood that children will grow up healthy, safe, and successful. This report provides child advocates and others who work for children's well-being a clearer idea of what family support programs do, how they operate, and why they are effective. The first of the report's three parts lays out the basic principles of family support, traces its historical and disciplinary roots, and contrasts the family support approach with traditional social services. The second part describes a variety of family support and parent education programs in action, along with other types of programs that have added a family support or parent education component. The final section examines the challenges involved in establishing successful and lasting family support programs and discusses the importance of incorporating family support principles into other human service systems. The report concludes with recommendations for steps that must be taken at the federal, state, and community levels to implement community-based family support programs that will help parents nurture and protect their children. The report includes 23 selected resources and a list of the programs mentioned in the report. (TJQ)

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ED 365 411 PS 021 518

Phillips, Carol Brunson, Ed.
Essentials for Child Development Associates Working with Young Children.
PUB DATE- 91
NOTE- 561p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; *Child Caregivers; Child Development; Early Childhood Education; Higher Education; *Preschool Teachers; Programmed Instructional Materials; Study Guides; *Teacher Education; Workbooks
IDENTIFIERS- CDA; CDA Credential; *Child Development Associate

A study guide for the Child Development Associate (CDA) Professional Preparation Program, this book contains essential information on the basics of good professional practice for early childhood educators. It includes self-study activities, checklists, and resources for additional information. Unit 1 provides an overview of the early childhood teaching profession. The basics of child development are covered in unit 2, while unit 3 offers advice on providing a safe, healthy learning environment. Unit 4 discusses ways to support children's social and emotional development. Steps to advance children's physical and intellectual competence are outlined in unit 5, and unit 6 provides keys to establishing productive relationships with families. Unit 7 offers general advice on professional responsibilities such as planning, decision-making, management, and continuing education to the new early childhood professional working with preschoolers. Unit 8 provides information on preparation for the final assessment as a Preschool CDA. Units 7 and 8 are then repeated for those CDA candidates specializing in work with infants and toddlers or in family day care. (TJQ)

DESCRIPTORS- *After School Programs; *Educational Facilities; Elementary Education; Evaluation Criteria; Family Day Care; *Parent Materials; *Program Content; *Program Evaluation; School Age Day Care

IDENTIFIERS- *Before School Programs; Program Characteristics

Written by elementary school principals and child care experts, this guide provides parents with practical information about finding an appropriate before- or after-school child care program for children ages 5 to 13. Using a question-answer format, the guide addresses ways for parents to find suitable programs, the questions parents should ask the program director, and ways for parents to determine program quality. The guide suggests several things to look for when choosing a program, including: (1) a caring, well-trained staff with no more than 12 children to each adult; (2) safe and healthy surroundings that offer a home-like atmosphere; and (3) a flexible schedule that allows children to choose from a wide variety of activities, spend time by themselves or in groups, and be inside and outdoors. (MM)

ED 365 430 PS 021 844

Grubb, Paul Dallas

Project CHERISH (Children in Home Environments: Regulation To Improve Safety and Health). Final Report.

PUB DATE- Jan 92

NOTE- 186p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Child Caregivers; Child Health; *Child Welfare; Early Childhood Education; Evaluation Criteria; *Family Day Care; State Legislation; *State Standards; State Surveys

IDENTIFIERS- Child Safety; *Family Day Care Providers; *Project CHERISH TX; State Regulation; Texas

In 1990, Project CHERISH (Children in Home Environments: Regulation to Increase Safety and Health) enabled the Texas Department of Human Services to implement and evaluate several innovative strategies to strengthen regulation of family day care homes. This report contains descriptions of those strategies, an evaluation of their efficacy, and other information useful for improving the regulation of such homes. The introductory section offers background on the regulation of family day care homes and discusses the objectives of Project CHERISH. The second section gives an overview of the methodology employed in the project and the third section presents a summary of data collected on facilities, children, and caregivers. Findings on compliance with minimum standards and an analysis of minimum standards are presented in the fourth and fifth sections, respectively. The sixth section discusses the monitoring process used in the project, and section seven describes the public information campaign undertaken as part of the project. The last section presents the summary and recommendations of Project CHERISH. Appendixes included with the report are: (1) Minimum Standards for Registered Family Homes; (2) Guidelines To Determine Appropriateness of Monitoring Visit; (3) Instructions for Choosing Homes To Visit from the Sampling List; (4) Research Instruments; and (5) Project Staff. (TJQ)

ED 365 431 PS 021 845

Schools; *Learning Modules; *Middle Schools; Resource Materials; *Teacher Education; Team Teaching

IDENTIFIERS- Program Characteristics

This guidebook is designed to serve as a combination encyclopedia, dictionary, and almanac of middle school philosophy, curriculum, program components, and activities that can be incorporated into any teacher's lesson plan. The book features self-contained modules arranged in a sequence designed to present the evolution of an effective middle school organizational pattern. Seven major sections cover: (1) the basic ideas and concepts of middle school education; (2) interdisciplinary team teaching; (3) advising and advisory programs; (4) cooperative learning; (5) creative and critical thinking skills; (6) assessment; and (7) interdisciplinary instruction. Each section contains a one-page overview, a set of questions that serve as learning goals, a glossary of key terms, a collection of findings from the published literature, a series of "top ten" pages that present information in the form of lists, descriptions, references, tools, and techniques, and a conclusion. (Contains 67 references.) (MDM)

ED 365 451 PS 021 989

Biller, Henry B.
Fathers and Families: Paternal Factors in Child Development.
PUB DATE- 93
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Development; Childhood Needs; Child Rearing; Early Childhood Education; Elementary Secondary Education; Family Influence; *Family Relationship; Family Role; Family Structure; Father Attitudes; *Fathers; *Parent Child Relationship; *Parent Role
IDENTIFIERS- Father Present Family

Examining the implications of research findings concerning the impact of paternal involvement in child development, this book elaborates on how variations in paternal involvement affect many different dimensions of child and parent development. The 12 chapters discuss the role of fathers in regard to: (1) the advantages of two-parent families; (2) the relationship that develops between father, mother, and infant; (3) the responsibility that fathers and mothers have to be equal partners in parenting; (4) the role of gender, individuality, and identity on child development; (5) nurturance, discipline, and morality; (6) intelligence and creativity; (7) family, school, and education; (8) assertiveness and independence; (9) body image, athletics, and fitness; (10) intimacy, sexuality, and social adjustment; (11) child and family problems; and (12) family, community, and society. Each chapter contains a list of cited sources for further reading. A 48-page bibliography follows the text. (MDM)

ED 365 452 PS 021 992

Governor Roy Romer's Early Childhood Professional Standards Task Force. A Proposal for a Colorado System of Early Childhood Professional Development: Findings, Recommendations and Action Plan.
PUB DATE- Apr 93
NOTE- 69p.
LANGUAGE- English

is needed if dropout prevention is to move beyond temporary and usually tardy palliative programs, this report reviews current research on the factors that determine whether or not students will complete high school. It also suggests avenues of future research in order to yield the information necessary to reach National Education Goal 2, a 90 percent high school graduation rate in the United States. Part 1 of the report serves as an introduction, examining the meaning of graduation rates and outlining current high school completion rates. Part 2 defines high school dropout rates, examines the demographics of the dropout population, and explores the reasons why students drop out of school and return to school. Part 3 outlines the origins of the dropout issue and the relevant educational theories and practices, and discusses the problem at the micro-, middle-, and macro-level. Part 4 examines current and possible future research on mainstream dropouts, traditionally disadvantaged groups, students with disabilities, alternative certification, adolescent employment, adolescent pregnancy, and dropout prevention programs. Four essays on the dropout issue are appended: (1) "Perspectives on Dropping Out" (Philip Cusick); (2) "High School Graduation as a Motivational Phenomenon: A Motivational Perspective" (Sandra Graham); (3) "Research Agenda for Achieving Goal #2" (Fred Newmann and Gary Wehlage); and (4) "Research Direction Based on Goal 2" (Jay Smink and Patricia Cloud Duttweiler). The report and the appended essays contain separate reference lists. (MDM)

ED 365 472 PS 022 045

Spar, Ruth
AIDS: What Early Childhood Educators Need To Know.
PUB DATE- 13 Nov 93
NOTE- 26p.; Speech given at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Child Health; Children; Day Care; Disease Control; Early Childhood Education; *Health Promotion; *Prevention; Statistical Data

Noting that Acquired Immune Deficiency Syndrome (AIDS) is expected to become the fifth leading cause of death for children ages 1 to 4, this paper provides relevant information on AIDS and the Human Immunodeficiency Virus (HIV) to help educators understand that they can work with children and adults who are HIV positive or who have AIDS. The meanings of the terms HIV and AIDS are discussed, as well as the history of the HIV and AIDS epidemic, with special reference to how the diseases affect children, adolescents, day care centers, and schools. Information is included on how the virus is and is not contracted, and on the fact that HIV positive individuals can be integrated into day care centers and classrooms provided that universal health precautions are taken, precautions that will also prevent the spread of most viral, bacterial, and fungal infections. (MDM)

ED 365 473 PS 022 049

Montana, experimental limited-service hospitals in sparsely populated areas provide primary shortterm in-patient care. They are associated with nursing homes and use the administrative and diagnostic capacities of larger hospitals through communication links, thus allowing lower costs and greater utilization of nonphysicians. The concept could be expanded to include vocational and rehabilitation components. This strategy turns community service needs into a vehicle for retaining economic activity within the community. Such a strategy could contribute to consensus-building in the rural community and the development of a local human infrastructure in which all people have a part. (SV)

ED 365 490 RC 019 439

Jahner, Bob
Building Strong Inclusive Community through Servant Leadership.
PUB DATE- Sep 93
NOTE- 9p.; In: "Common Threads '93: Equitable Solutions...Because Disability Is a Natural Part of Human Experience." Proceedings of a National Conference on Rural Disability Issues (Missoula, MT, September 10-13, 1993); see RC 019 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community; *Consciousness Raising; Disabilities; Helping Relationship; Individual Development; *Leadership; Models; Normalization (Disabilities); *Professional Development; *Social Integration; *Vocational Rehabilitation
IDENTIFIERS- *Professional Role

This paper is based on a retreat in which vocational rehabilitation professionals examined their own developmental experiences in community settings and related them to their professional role. Vocational rehabilitation professionals are required to act as leaders as they facilitate the process by which people who have experienced traumatic loss or disability find their way into community. "Servant leadership" is an expression of the values and responsibilities of public service in a democratic society. To succeed in leadership, one must have the capacity to discern the developmental process of community and the range of relationships that occur in it. As part of the framework for discussing the process of community, two levels of community are proposed. The nurturance community is composed of relationships such as family, friends, and support groups that develop an individual's capacity for personal authority (empowerment). The vocational community comprises relationships associated with one's public expression of inclination and work, and provides the vehicle by which internal authority derived from the nurturance community is moved into public expression. Other aspects of this model include traumatic experience or disability as estrangement from community, the role of the inspirational leader in articulating mission, and the administration of rehabilitation becoming subordinate to the authority of the community. (SV)

ED 365 491 RC 019 443

Lopez, Linda C.; Hamlin, Penelope A.
Smokeless Tobacco Consumption by Mexican-American High School Students.
PUB DATE- Oct 93
NOTE- 16p.; Paper presented at the Annual Rural and Small School Conference (Manhattan, KS, October 25-26, 1993).

and in all of the mathematics subscores of the ITBS. They significantly outgained the E-control students in mathematical problem solving. It was concluded that the Barrett Math method of instruction was effective in improving mathematics achievement. Recommendations for further improving results are presented. An appendix contains 15 program objectives and sequences of mathematics objectives for grades 1-5. (Author/MDH)

ED 365 509 SE 053 617

Gallard, Alejandro Jose, Ed.; De Albuquerque, Haroldo Guerreiro, Ed.
National Association for Research in Science Teaching, Annual Meeting (66th, Atlanta, Georgia, April 15-19, 1993). Abstracts of Presented Papers.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; College Science; Concept Formation; *Constructivism (Learning); Educational Change; Educational Policy; *Educational Research; *Educational Technology; Elementary School Science; Elementary Secondary Education; Epistemology; Higher Education; High Schools; Language; Science Curriculum; Science Education History; Science History; *Science Instruction; Science Teachers; Scientific Concepts; Secondary School Science; *Sex Differences; *Student Evaluation; Teacher Education
IDENTIFIERS- Concept Mapping; Philosophy of Science

This book provides titles, author information, and abstracts of presented papers at the 1993 National Association of Research in Science Teaching Conference. The abstracts are divided into the following sections: (1) Alternative Assessment; (2) Approaches to Research; (3) Conceptual Change; (4) Gender and Equity; (5) History, Philosophy, and Epistemology; (6) International Sessions (English); (7) International Sessions (Spanish); (8) Invited Sessions; (9) Learning Science; (10) Policy and Reform; (11) Role of Language; (12) Science Teacher Education; (13) Teaching and Learning College Science; (14) Teachers as Researchers; (15) Teaching Science; and (16) Use of Technology. (PR)

ED 365 510 SE 053 774

Vandegrift, Judith A.; Dickey, Linda
Improving Mathematics and Science Education in Arizona: Recommendations for the Eisenhower Higher Education Program.
PUB DATE- Jun 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demonstration Programs; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Federal Programs; Financial Support; Higher Education; Inservice Teacher Education; Instructional Improvement; *Mathematics Education; Preservice Teacher Education; *Program Improvement; School Surveys; *Science Education; *State Federal Aid; Teacher Attitudes
IDENTIFIERS- *Arizona; *Dwight D Eisenhower Math and Science Educ Program

In 1992, the dynamics of national and state math/science reform

PUB DATE- Apr 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Educational Policy; Ethnicity; Junior High Schools; Junior High School Students; *Mathematics Achievement; Mathematics Education; Middle Schools; Minority Group Children; *Performance Factors; Race; Racial Differences; Student Attitudes; *Student Placement; Teacher Student Relationship; Track System (Education)
IDENTIFIERS- Middle School Students; *On the Right Track Project

The four papers in this report summarize the major findings of the On the Right Track Project, a joint effort of the Education Testing Service and the National Urban League. The first paper, "Six Urban School Districts: Their Middle Grade Mathematics Grouping Policies and Practices" (Ruth B. Ekstrom), describes the six school districts and their policies and practices in regard to placing middle grades students for mathematics instruction. While several districts were trying, by the nomenclature used and the number of curriculum tracks offered, to reduce some of the effects of tracking, the result was to put more minority students into classes designated as low ability or emphasizing skill development. The second paper, "Parental Knowledge of the Participation in Placement and Tracking Decisions" (Roger D. Mitchell), focuses on issues of parent involvement in, and awareness of, the placement policies that affected their children. The third paper, "Middle Grade Students' Attitudes about Mathematics and Their Math Classes" (Richard J. Coley and Joyce V. Gant), deals with the consequences of grouping policies and practices in relation to student attitudes about mathematics, their mathematics classes, classroom experiences, their study habits, and their educational aspirations. The fourth paper, "Life in the Classroom: The Influence of Class Placement and Student Race/Ethnicity" (Ana Maria Villagas and Susan M. Watts), reports classroom observation data in life in these middle grades classrooms, including differences in: (1) teacher-student interaction and the types of mathematics being taught across high, middle, and low ability groupings; and (2) how teachers interact with white and minority students within each of these ability levels. (MDH)

ED 365 531 SE 053 953

Directory of Mathematics-Based Intervention Projects. Strengthening Underrepresented Minority Mathematics Achievement (SUMMA).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Black Students; Elementary Secondary Education; *Enrichment Activities; Extracurricular Activities; Hispanic Americans; *Mathematics Education; *Minority Group Children; Program Descriptions; *Summer Programs
IDENTIFIERS- African Americans; American Indian Students; Hispanic American Students; Intervention Education; *SUMMA Consortium

The magnitude of the underrepresentation of African Americans, Hispanic Americans, and Native Americans in mathematics-

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Educational Research; Experimental Curriculum; Junior High Schools; Middle Schools; *Parent Attitudes; *Program Evaluation; Science Curriculum; *Science Instruction
IDENTIFIERS- *Scope Sequence and Coordination

The purpose of this paper from a symposium is to promote a discussion of implementation models by examining a current study assessment package for a national reform effort. The evaluation of Scope, Sequence, and Coordination (SS&C) implementation in Houston consisted of a formative and summative assessment. The formative assessment consisted of data from parents, administrators, and teachers. The summative data consisted of student attitude data; a longitudinal student data file with information on course choices, achievement, attendance, and graduation rate; student achievement test scores; and concept analysis. The results of a parent survey (n=232) on SS&C are presented. About one-third of the parents thought their children liked science must better this year compared to last. (PR)

ED 365 552 SE 054 034

Van Matre, Steve
Earth Education: A New Beginning.
PUB DATE- 90
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Ecology; Educational Objectives; *Educational Principles; Elementary Secondary Education; *Environmental Education; *Program Descriptions; *Program Development
IDENTIFIERS- *Earth Education Program; *Environmental Problems

The Institute for Earth Education is a nonprofit volunteer group made up of an international network of individuals and member organizations devoted to helping people live more lightly on the earth. This book proposes an alternative path to solve environmental problems. The program, called the earth education path, seeks to accomplish one of environmental education's objectives-- to help people improve upon their cognitive and affective relationship with the earth's natural communities and life support systems, and begin crafting lifestyles that will lessen adverse human impact upon those places and processes. The book is presented in six chapters. Chapter 1 describes how prior environmental education efforts have not accomplished their goals. Chapter 2 discusses the development of a sense of relationship with the earth. Chapters 3-5 present the principles of earth education in three components: the whys, the whats, and the ways. The whys include preserving the earth, nurturing the earth, and training earth advocates. The whats include understanding the ecological systems and communities of the planet, instilling in people deep emotional attachments to the earth and its life, and helping people change the way they live on the earth. The ways include structuring learning experiences that focus on specific outcomes, immersing people in firsthand contact with the natural world, and providing people time to be alone in natural settings to reflect on all life. Chapter 6 describes seven steps to build your own earth education program. An index is provided. (MDH)

ED 365 553 SE 054 039

Youth Education Handbook.

inculating in children the adults' views on such rights. A study examined 184 Canadian students in the first, third, and seventh grades. Researchers interviewed half the students concerning free speech issues and the other half on religious freedom questions. The students reacted to stories in which an authority prohibits agents from exercising the right in question. The research examined such issues in three social contexts: (1) the general level of society; (2) the school setting; and (3) the family. In the stories, the agents were either adults or eight-year olds. Researchers assessed the legitimacy of the prohibition, evaluation of the rule, universality, and evaluation of the violation. In general, affirmations of freedom tended to increase with age and there was a correlation between authority prohibition and rule evaluation results. Freedom of religion produced greater numbers of affirmations, and freedoms in general were affirmed in higher numbers for adults than children. The document calls for further research. Thirteen references and three tables are attached. (SG)

ED 365 574 SO 023 367

Gage, Andrew, Ed.; Ockenden, Sandy, Ed.
The Environmental Scrapbook. A Collection of Articles on Environmental Issues for Use in Secondary Schools. Global Issues Reading Kit #1. Revised.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 92
NOTE- 83p.; Financial assistance also provided by the British Columbia Global Education Project, Vancouver.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Developing Nations; Economic Development; Energy Education; *Environmental Education; Females; Foreign Countries; Forestry; Learning Activities; *Pollution; Problem Solving; Role Playing; Secondary Education; Teaching Methods; War; Waste Disposal; *World Problems
IDENTIFIERS- Biological Diversity

This document presents student readings that address a variety of environmental issues. The individual articles present a global perspective that is both alarming and hopeful. Drawing from events and situations in both the northern and southern hemispheres, the articles describe a world in crisis. By critically examining the status quo, the articles attempt to get to the roots of the crisis, then move on to describe avenues for change and reasons for hope. Readings appear under the chapter headings "Environmental Ideas and Problems"; "Atmosphere"; "Energy"; "Water Pollution"; "Waste Disposal"; "Mega-Development"; "Forests"; "Biodiversity"; "War and the Environment"; "Earth Summit"; and "Solutions." The document concludes with a set of suggested activities and ideas for teachers. Teachers can use the readings individually or as a unit. (SG)

ED 365 575 SO 023 373

Reis, Elizabeth
9/10 F.L.A.S.H.: A Curriculum Supplement in Family Life and

Vocational Education
IDENTIFIERS- *Ireland

This paper discusses school structure and curriculum for secondary schools in Ireland. The document surveys the research that has been conducted. Secondary schools in Ireland are for students between the ages of 12 and 18, with compulsory education for students up to 16 years of age. The three main types of schools are traditional academic secondary schools, vocational schools, and comprehensive community schools. Today all types of school are encouraged to offer comprehensive curricula, although many continue to exhibit their traditional orientations. Curricula are organized on the basis of subjects or disciplines. Schools can choose from about 30 subjects. The most popular courses are English, Irish, mathematics, French, science, history, and geography. For the compulsory levels Ireland is above average for percentage of time allocated to language, about average in time for scientific subjects, technologies, social sciences, and ethics, and below average in allocation of time to artistic subjects and physical education. The survey of curriculum research is divided into three sections. The first, general curriculum, concluded that there is relatively little research on the question of types of curricula that seem most appropriate for secondary students. One survey showed that young people saw basic education as important for working life, but also saw a role for technical vocational subjects. The second section, specific curricula, indicated that research in individual areas has been devoted to mathematics in the context of international studies. The third section reported research findings that education is related to later employment. (DK)

ED 365 593 SO 023 553

Ruddock, Jean
Research and the Secondary School Curriculum = La Recherche et le Programme d'Enseignement Secondaire.
PUB DATE- 19 Aug 92
NOTE- 21p.; Paper presented at the European Educational Research Workshop (Valleta, Malta, October 6-9, 1992).
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Curriculum Research; Educational Change; *Educational Policy; Foreign Countries; *Professional Autonomy; School Choice; Secondary Education; *Secondary School Curriculum; Student Evaluation; *Teacher Role
IDENTIFIERS- *National Curriculum; *United Kingdom

This paper outlines the diversity of support for educational research and the relatively little influence that educational research has had on recent United Kingdom policy for the secondary school curriculum. The document goes on to describe the major change facing U.K. secondary schools: the introduction of the national curriculum and a related program of assessment. The change, carried in the Education Reform Act of 1988, can be understood only in terms of the broader policy for education that the current Conservative government has in mind. School increasingly is conceived within the framework of a market economy. The dominant system of comprehensive schooling is being diversified to provide choice for parents, and choice is made possible by the provision of public information about the achievement of individual pupils and

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Citizen Participation; *Citizenship Education; *Community Action; Controversial Issues (Course Content); Curriculum Development; Higher Education; Political Science; *Public Policy; Undergraduate Study

This paper provides an overview and critique of a team taught, senior level, interdisciplinary college course entitled "AIDS: Challenges and Crises." The details of the course and its underlying rationale are outlined. The paper concludes with a curriculum proposal rooted in the idea of critical education for citizenship. Those who teach political science in higher education can best achieve educational goals by utilizing critical education for citizenship. A course fitting this model would have the following characteristics: (1) be interdisciplinary in nature; (2) focus on public policy concerns and allow students to see the importance of participating in public decisions; (3) ask educators and students to conceive of democracy broadly to include community discussions, community action, public service, and protest politics; (4) ask students to conceptualize participation broadly to include workplace and community opportunities for participation; (5) encourage students to take into account the important relationships among gender, race, and class concerns in the participatory process; and (6) ask students to confront their assumptions regarding power and leadership as well as the sources of such assumptions. The specific course described focuses on the formulation of and responses to AIDS within three communities, the global, U.S. policy, and the art and theater communities. The curriculum proposal was intended to develop a course that allowed students to link learning outside the classroom in the form of community action or service with learning inside the classroom through reading and discussion rooted in the connection between democratic theory and democratic practice as reflected in timely public policy issues. (DK)

ED 365 613 SO 023 659

Manrique, Cecilia G.
Using Internetworking Resources in the Political Science Classroom.
PUB DATE- Sep 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Electronic Mail; Higher Education; *Information Dissemination; *Information Networks; *Political Science; *Resource Materials; Student Research; Teaching Methods
IDENTIFIERS- *Internet

This document addresses the various sources of information that the political scientist can rely on and make use of via electronic mail. What network sources are available, where they can be found, what to do to get them, how to use them, and what sources to make use of in order to obtain maximum information are discussed. The article examines the question of how these network resources can be incorporated in various courses and how useful they can be to the individual faculty member who chooses to invest some time in learning about these resources.

(MSE)

ED 365 158 FL 021 787

Tailfeathers, Esther
Blackfoot for Beginners. Books 1, 2, and 3.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 93
NOTE- 299p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alphabets; *American Indian Languages; Canada Natives; Cultural Education; *Daily Living Skills; Elementary Secondary Education; Foreign Countries; Grammar; Introductory Courses; Native Language Instruction; *Phonology; Second Language Instruction; Sentence Structure; *Sociocultural Patterns; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- Alberta; *Blackfoot (Language)

The set of three workbooks is designed for Canadian introductory-level instruction in Blackfoot, an American Indian language. Each workbook is intended to provide basic understanding of language use and daily language functions. The first volume focuses on the Blackfoot oral tradition, alphabet, and phonology, and some basic daily living skills. The second workbook treats counting and numbers, concepts of animate and inanimate, and counting animate and inanimate things. The third addresses social conventions, body parts, kinship and the extended family, daily routine, foods, use of verbs, clothing, home furnishings, and animals, birds, insects, and plants. All three target vocabulary development and simple sentence structure, while incorporating some traditional Blackfoot themes. A teacher's guide is appended to each volume. (MSE)

ED 365 159 FL 021 788

Bilash, Olenka
Teaching Native Languages in High School: A Teacher Resource Manual.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Alphabets; *American Indian Languages; *Canada Natives; Class Activities; Classroom Techniques; Community Role; Consultants; Cree; *Cultural Education; *Curriculum Design; Discipline; Educational History; Educational Objectives; Foreign Countries; *High Schools; Indigenous Populations; Instructional Materials; Native Language Instruction; *Native Speakers; Program Development; School Community Relationship; Second Language Instruction; Student Evaluation; Teacher Role; Teaching Guides; Technical Assistance; Uncommonly Taught Languages
IDENTIFIERS- *Alberta; Blackfoot (Language); Canada

This teacher resource manual is designed to guide development of a high school curriculum in Canadian Native languages. It outlines the main features of such a program, clarifies the responsibilities of partners (teachers, administrators, community, native elders) in the implementation of a community-based curriculum, presents pedagogical principles of second language learning and teaching, includes sample teaching groups. Based on these findings, the completion of reading and English developmental courses appeared of utmost importance in improving the underprepared student's chances for success. Institutional policies that "force" intervention were also viewed as important. Finally, mandatory placement in developmental courses during the first semester of enrollment seemed vital to helping underprepared students succeed. (Contains 20 references.) (GLR)

ED 365 178 HE 026 858

Kent, Rollin
What Is Changing in Mexican Public Universities in the Face of Recent Policy Initiatives for Higher Education? ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; *Educational Change; Educational Policy; Federal Regulation; Financial Support; Foreign Countries; Governance; *Government School Relationship; Higher Education; Institutional Autonomy; *Policy Formation; *Politics of Education; Public Colleges; School Role; Student Evaluation; Trend Analysis; Universities
IDENTIFIERS- *ASHE Annual Meeting; *Mexico

This paper examines the changes that are emerging in Mexican higher education, focusing especially on the shifting nature of government-university relationships and some of the consequences for management and governance at the establishment level. It provides a brief outline of trends in the recent past, discusses the changes that have developed in government policy toward higher education in the 1990s, and explores how the universities are responding. The most important policies are listed and discussed in reference to the following basic issues pertaining to regulatory relationships: (1) diversification/homogenization of higher education institutions; (2) academic roles and values- teaching and research; (3) institutional autonomy; (4) selection and assessment of students; (5) institutional governance; (6) funding; and (7) evaluation. The report also lists the changes in the dominant relationships and values among basic actors in higher education from the 1970s into the 1990s, including how different types of institutional leadership structures and strengths respond to government policy. (Contains 21 references.) (GLR)

ED 365 179 HE 026 859

Korn, Jessica S.
Another Dimension of Campus Date Rape: Assessing College Students' Attitudes. ASHE Annual Meeting Paper.
PUB DATE- 4 Nov 93
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (18th, Pittsburgh, PA, November 4-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials

The Aging Work Force: A Guide for Higher Education Administrators.
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Affirmative Action; Aging (Individuals); *Aging in Academia; *College Faculty; Demography; *Employment Patterns; Futures (of Society); Higher Education; Population Trends; Retirement; Teacher Persistence; *Teacher Retirement; Tenure

This volume offers 15 papers on the "graying" of the college and university work force in the context of national demographic trends. The papers are arranged in groups which address: growing older, the graying of America, adapting to changing times, retirement and retirement planning, and the corporate example. The following papers are presented: (1) "Myths and Realities of Aging" (John A. Toner, Demaris Matteo); (2) "The Psycho-Social Adjustment to Aging of Older Americans" (Herbert H. Krauss, Nancy B. Julius); (3) "The Aging of Faculty in American Colleges and Universities: Demographic Trends and Implications" (Ira E. Robinson, Everett S. Lee); (4) "Productive Aging" (Douglas McConatha, Elizabeth L Hesse); (5) "Will We Achieve the Aims of Affirmative Action?" (Kathryn M. Moore, Martha L Hesse); (6) "Legal Aspects of the Aging Work Force" (Nicholas DiGiovanni); (7) "Enhancing Work Situations and Choices for Aging and Late-Career Workers" (David W. Leslie); (8) "Future Challenges for the Human Resources Executive" (Gary J. Posner); (9) "A History of Retirement" (W. Andrew Achenbaum); (10) "Mandatory Retirement" (Allen D. Calvin); (11) "Retirement in Academia: Individual and Institutional Perspectives" (Jay L. Chronister); (12) "The Faculty Perspective" (David R. Allen); (13) "Maintaining Well-Being after Retirement" (Jasmin T. McConatha); (14) "Financial Planning for Retirement" (Daniel Baumol and Ida M. Leung); and (15) "Corporate Programs to Manage the Effectiveness of the Aging Work Force" (C. William Bechman). (Contains over 400 references.) (JB)

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ED 365 197 HE 026 988

Bartlett, Lucy E.; Morgan, John A.
Choosing the College Textbook: A Textbook Selection Checklist for Instructor Use. Curriculum and Program Planning.
PUB DATE- Jul 91
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; College Faculty; College Students; Computer Software; Higher Education; Readability; Student Attitudes; Teacher Attitudes; Textbook Content; Textbook Evaluation; *Textbook Selection
IDENTIFIERS- Brenau College GA; Textbook Design; Textbook Errors

This project developed a checklist for examining college texts for adoption in situations in which several instructors use the same text to teach a large introductory, multi-sectioned college course. Fifteen students from Brenau College (Georgia) and 33 faculty members from several Georgia colleges were interviewed. Four computer software dealers and a publisher were also interviewed concerning computer programs to estimate reading grade level of college textbooks. This information was combined with results of a review of the literature, and the

Research/Technical (143)
DESCRIPTORS- Access to Education; Black Colleges; *College Freshmen; College Housing; College Students; Educational Finance; Enrollment; *Enrollment Trends; Financial Support; Higher Education; Land Grant Universities; Minority Groups; Parent Financial Contribution; Public Colleges; *State Universities; Student Financial Aid; Student Needs

The 1987-88 report of enrollments at public four-year colleges and universities offers data in many categories but provides analysis particularly of college freshmen data. The data for the report are from the national survey of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC). The analysis of freshman enrollment first looks at regional changes and changes at historically black colleges and universities. It then provides a profile of the freshman class of 1987 that covers full- versus part-time attendance, minority student attendance differences, college selection, parental influence on choice of studies, and the financial picture. An assessment of the future outlook for this group looks at employment prospects, the increased popularity of teaching as a profession, student assistance trends, and changing educational requirements. Appendixes make up half the document and contain five major tables presenting data on AASCU enrollment data (full-time, part-time and grand total); NASULGC data (full-time, part-time and grand total); nonaffiliated respondents (full-time, part-time and grand total); methodological notes, and a list of states in each regional category. (JB)

ED 365 216 HE 027 007

Stapleton, Laura; Ludwig, Meredith J.
Enrollments at Public Four-Year Colleges and Universities. Annual Survey 1989-90.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Enrollment; Enrollment Trends; Full Time Students; Higher Education; Land Grant Universities; Part Time Students; *Public Colleges; *State Universities; Tables (Data)

The 1989-90 report of enrollments at public, four-year colleges and universities reports data on 552 institutions. The data for the report are from the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC) annual survey which in 1989 drew a 96 percent response rate. Major findings noted are: that enrollments increased by 2 percent; that full-time student enrollment grew by 2.2 percent while part-time enrollment grew by 1.5 percent; that the number of first-time freshmen decreased by 1.5 percent; and that enrollments at public, historically black colleges and universities increased by 4.9 percent. The data are presented in three tables. The first shows AASCU respondents' total full-time, part-time and grand total enrollments for individual institutions grouped by state. The second table shows NASULGC respondents' total full-time, part-time and grand total enrollments for individual institutions grouped by state. The third table shows nonaffiliated respondents' total full-time, part-time and grand total enrollments for individual institutions grouped by state.

IDENTIFIERS- *Washington
This document provides a review of the major trends affecting the financing of public higher education in the state of Washington and establishes a set of general principles that can be used in evaluating specific proposals potentially under consideration in the 1992 legislative session. Reported trends include findings that: (1) state support for higher education has declined relative to the total state budget and to other state functions; (2) state support per full-time equivalent student has increased over the past decade; (3) the costs of attending public institutions of higher education have increased continuously over the past 10 years; (4) resident undergraduate tuition and fee charges lag peer group averages in 1991-92 academic year; (5) since 1975-76, the number of needy students has increased both numerically and as a percentage of the total; and (6) the state is educating a smaller percentage of the adult population in 1991 than it did in 1981. An appendix provides statistical data on the relationship of Washington tuition and fee rates to peer groups for the 1991-92 academic year. (GLR)

ED 365 237 HE 027 029

Tuition and Fee Rates for 1993-95 Biennium.
PUB DATE- 7 Oct 92
NOTE- 26p.; For related documents, see HE 027 027-033.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Comparative Analysis; Computation; *Costs; Educational Legislation; Enrollment; *Fees; Full Time Equivalency; Graduate Study; Guidelines; Higher Education; Operating Expenses; *Public Colleges; State Aid; State Universities; *Tuition; Undergraduate Study
IDENTIFIERS- *Washington
This paper presents the Washington State Higher Education Coordinating Board's determination of approved educational costs intended to serve as the basis for general tuition and operating fees for the ensuing biennium of 1993-95. The report first explains the background of the statutory responsibilities for tuition and fee determination, followed next by an explanation of the calculations for tuition and fee rate increases, and then a list of the average budget increases in the 1991-93 and 1994-95 biennia. Increases are described as a function of increased General Fund appropriations, changes in enrollment, institutional allocation of support costs to instruction, and institutional allocation of resources between undergraduate and graduate instruction. Attachments provide: (1) detailed steps converting the educational cost per student to tuition and fee rates, (2) the statistical tables indicating how the Education Cost Study factors and ratios are used to establish the educational cost per student which in turn are used in calculating the tuition and fee rates, and (3) the composition of the "educational cost" base and enrollments used in the calculations. (GLR)

ED 365 238 HE 027 030

Tuition and Fee Waivers, Residency Exemptions, Reduced Fee Courses.
PUB DATE- Dec 91
NOTE- 29p.; For related documents, see HE 027 027-033.
LANGUAGE- English

(052),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Clinical Diagnosis; Cognitive Style; *Curriculum Design; Evaluation; Foreign Countries; *Graduate Medical Education; Higher Education; *Learning Modules; Medical Schools; Medical Services; Needs Assessment; Teaching Methods
IDENTIFIERS- *Royal College of Physicians and Surgeons of Canada; *Shock

This paper describes a 2-week curriculum designed to give graduate level physicians an understanding of the pathophysiology of shock and to enable them to diagnose and manage deranged oxygen metabolism in critically ill patients. The curriculum is predicated on an extensive needs assessment and addresses the unique characteristics and learning styles of graduate level physicians in residency training programs. The curriculum opens by stating the unit aim and offering explanation and rationale for in-depth study of shock and its management. A following section describes the context for the curriculum as part of a specialty training program at the Royal College of Physicians and Surgeons of Canada. The curriculum lists pre-requisites and entry characteristics of those in the program listing formal educational qualifications as well as a variety of personal characteristics. A section on needs assessment notes that the objectives of the module are based on research into the concepts, skills and attitudes needed to diagnose and treat shock. Objectives and performance criteria include eight points of knowledge, four skills, three attitudes, and one process. Proposed assessment is on a continuous basis during the training. Instruction details include the schedule for the 2 weeks and suggested strategies and evaluation methods. (JB)

ED 365 257 HE 027 050

Pearl, John B., III; Rubino, Antonio
The Power of Cluster Evaluation Networking Conferences.
PUB DATE- 6 Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, November 3-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; Conferences; *Evaluation Methods; *Higher Education; *Program Evaluation; Qualitative Research; Science Education; Technical Assistance
IDENTIFIERS- Michigan; Networking; *Networking Evaluation

Groups from two Michigan-based science education projects, funded through the Kellogg Foundation Science Education Initiative, used networking conferences with cluster evaluation processes for their program assessment format. Cluster evaluation is categorized as a type of naturalistic evaluation, and it includes negotiated common cluster outcomes, collaborative data collection and analysis procedures, regular networking conferences, technical assistance to individual projects, and cooperative derivation and dissemination of findings. Networking conferences (NC) are special gatherings held semi-annually of project directors, evaluators, other key project staff, foundation staff, invited guests, and cluster evaluators. The Science Education Initiative aims to improve science teaching and learning with a long-term goal of improving the scientific literacy of Michigan citizens. The specific purposes of the cluster evaluation networking conferences included the following: (1) conduct strategic

ED 365 277          HE 027 070

Off-Campus Coursework in Illinois Higher Education. Item #4.
PUB DATE- 2 Mar 93
NOTE- 8p.; For related documents, see HE 027 068-069.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Delivery Systems; *Educational Planning; *Geographic Distribution; Graduate Study; Higher Education; Institutional Cooperation; *Off Campus Facilities; Private Colleges; Public Colleges; *Shared Resources and Services; Undergraduate Study
IDENTIFIERS- *Illinois

This report examines 1989-90 survey data concerning off-campus coursework offered in Illinois and the Illinois Board of Higher Education's policy directions in the context of the Board's Priorities, Quality, and Productivity initiative. Analysis shows that many institutions do not have a significant presence in many of the community college districts in which they operate, resulting in a limited number of institutions providing most of the available off-campus courses. In addition, a large number of instances were found where two or more institutions were offering off-campus coursework in the same discipline at the same level within a single community college district. Moreover, off-campus institutions were found to be frequently duplicating the offerings of institutions whose home campus is in the community college district. Finally, the report reveals approximately equal amounts of off-campus coursework at the undergraduate and graduate levels. It is recommended that institutions need to address their geographic distribution of off-campus coursework, develop opportunities to consolidate and/or share resources, eliminate duplication of off-campus activities, and make adjustments in their priorities and capacity in off-campus activities by level and field of study. (GLR)

ED 365 278          HE 027 071

Guidelines for Productivity Improvements in Illinois Higher Education.
PUB DATE- Aug 92
NOTE- 26p.; For a related document, see HE 027 072.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Comparative Analysis; Departments; Educational Finance; *Educational Planning; *Educational Quality; Enrollment; Expenditures; Financial Support; *Guidelines; Higher Education; Long Range Planning; *Organizational Effectiveness; Outcomes of Education; Postsecondary Education; *Productivity; Program Effectiveness; Public Colleges; Self Evaluation (Groups); *Undergraduate Study
IDENTIFIERS- *Illinois

This report proposes 25 guidelines that should be considered in making productivity improvements in the following five key areas: (1) instruction, (2) research and public service, (3) overall academic functions, (4) administrative functions, and (5) state policies affecting higher education. In some cases, data are presented that illustrate the kinds of analyses that the Board of Higher Education, the Illinois Community College Board, governing boards, and campuses will have to complete in

Technology; Objectives; Private Sector; Program Implementation; Public Sector; State Agencies; State Legislation; *State Programs; *Statewide Planning; *Strategic Planning; Systems Development; *Technological Advancement
IDENTIFIERS- *Washington

The Strategic Information Technology Plan of Washington is introduced and explained. The plan is mandated by state law to create a new framework for communication and collaboration to bring together agency technology planning with the achievement of statewide information technology goals and strategies. It provides a point of reference for the agency strategic plans, agency performance reports, and statewide performance reports on information technology (IT). Goals are to: (1) improve service delivery to the public through the use of IT; (2) make information more accessible through an affordable and widely-available communications infrastructure; (3) use information technology to respond quickly to changing business requirements; and (4) invest in people, tools, methods, and partnerships that support agency missions through IT in the government. Responsibilities associated with these goals include those of implementing information technology strategies and those of reporting on the processes. The role of IT in both public and private sectors is changing from being absorbed in technical issues to being more involved with the attainment of core goals. The ability to adapt to changing conditions will become a prime concern of government agencies. Two figures illustrate the discussion. Appendixes include a technical reference guide, a list of contributors to the plan, a glossary, and a plan for video telecommunications. Contains two figures. (SLD)

ED 365 298          IR 016 471

State of Washington Video Telecommunications Strategic Plan.
PUB DATE- Sep 92
NOTE- 33p.
LANGUAGE- English
EDRS Price-  MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; Coordination; Educational Technology; Financial Support; Human Resources; Information Networks; Integrated Activities; *Interactive Video; Program Development; *State Programs; *Statewide Planning; *Strategic Planning; Systems Development; Technological Advancement; *Telecommunications; Television; Video Equipment
IDENTIFIERS- Technological Infrastructure; *Video Telecommunications; *Washington

This plan brings common purpose and effective statewide coordination to video telecommunications activities in Washington State. The Department of Information Services (DIS) is designated the lead agency in the statewide coordination of video telecommunications through its enabling legislation. The plan outlines a structure to link and measure agency planning with the statewide vision for video telecommunications. The mission is to implement a successfully shared statewide video telecommunications system by 1997 to integrate multiple resources to serve state government and the public. Strategies that will be used are divided into the major components of planning and funding, program development, human resources, and technical infrastructure. Eight appendixes describe each strategy and its supporting activities as follows: (1) planning and funding; (2) program development; (3) human resources; (4) technical infrastructure; (5) legislative intent; (6) budget proviso; (7) state video telecommunications demonstration

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Literature; Cultural Background; *Cultural Differences; Cultural Literacy; Elementary Education; Ethnic Groups; *Learning Resources Centers; *Library Collection Development; *Library Material Selection; Media Specialists; Minority Groups; Multicultural Education; Questionnaires; Reading Materials; School Libraries; Sex Bias; Sex Differences; Sex Role; Sex Stereotypes; Textbook Bias

This practicum was designed to improve an elementary school library's resources by making them more balanced in terms of portraying the diversity that exists in society: specifically the need to portray characters of different gender and diverse ethnic backgrounds in positive roles. The topics covered in this report are: (1) introduction, which includes a description of the community and the work setting and role of the researcher; (2) study of the problem which includes the problem description, problem documentation, causative analysis, and relationship of the problem to the literature; (3) anticipated outcomes and evaluation instruments; (4) solution strategy, which includes discussion and evaluation of solutions, description of selected solution, and report of action taken; and (5) results, discussion, and recommendations. Included in the appendices are: a Florida Department of Education, Office of Educational Opportunity Checklist for evaluating textbooks; a teacher reading interest questionnaire; and a student book report questionnaire. (Contains 13 references.) (JLB)

ED 365 318 IR 054 764

Regional Libraries Study, FY93.
PUB DATE- Jun 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Cost Effectiveness; Evaluation Methods; Financial Support; Library Automation; Library Collection Development; Library Role; *Library Services; Library Statistics; Program Evaluation; Program Improvement; *Public Libraries; Questionnaires; *Regional Libraries; State Government; *State Programs; Technological Advancement
IDENTIFIERS- *Vermont

The Vermont General Assembly mandated an evaluation of the regional library program of the Vermont State Department of Libraries. To carry out this charge, the department initiated a 14-month review of the program with three components: an internal review of library service, use, and costs; public library input derived from a detailed survey and eight formal meetings with the library community; and five regional public hearings for any interested state resident. The review process proved that there are few alternatives to regional library services at this time. Local public library service is currently inadequate statewide, and local communities would find it difficult or impossible to carry out adequate services without the resources and backup collections of the department. Recommendations for the continued success of library services in Vermont center around the following issues: (1) continuation of the regional library structure; (2) adequate funding for the purchase of materials; (3) new automated services and opportunities for local libraries; (4) provision of access to information technologies beyond the capacity of local libraries; and (5) use of regional libraries as government impairment. An order form is included to obtain these publications. The magazines listed in Part 2 are not part of the NLS program and cannot be requested through cooperating libraries. The information about these magazines was provided by their producers. The sources for ordering are indicated, and full addresses are given in the appendix to Part 2. The media included are braille, cassette, computer diskette, disc, large print, Moon type, and VersaBraille cassette and diskette. Magazines can be located in the catalog by using the title index, the subject index, or any of the indexes arranged by medium. (JLB)

ED 365 339 IR 054 793

Cornish, Graham P.
Training Modules for Interlibrary Lending and Document Supply.
PUB DATE- Jul 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; *Course Content; Departments; Foreign Countries; Higher Education; *Interlibrary Loans; *Lesson Plans; Library Associations; Library Cooperation; Library Education; *Library Schools; Library Services; *School Surveys; *Shared Library Resources; Training; Units of Study
IDENTIFIERS- *Document Supply; UNESCO

The training of library staff in interlending and document supply, an area often overlooked in library education and training programs, is explored, beginning with a survey of library associations and a range of schools and departments of library and information science. Responses from approximately 20 associations and 103 schools form a basis for examining existing training programs and activities worldwide. The problems of interlending are discussed; and the objectives, structure, and content of appropriate training modules are outlined. The modules are suggested to provide a sketch of the essential elements in training for interlending at all levels, but are not meant to be a total package for training. A discussion of the practical aspects of interlending and document supply contains seven examples of references that can cause problems for the interlending librarian. An appendix contains some internationally agreed-on codes of practice and procedures in international lending. (Contains 96 references.) (SLD)

ED 365 340 IR 054 794

Brennan, Patricia, Comp.; Reed-Scott, Jutta, Comp.
Cooperative Strategies in Foreign Acquisitions. SPEC Kit 195.
PUB DATE- Sep 93
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Consortia; *Foreign Countries; Higher Education; Library Acquisition; Library Associations; *Library Collection Development; Library Development; Library Networks; Library Services; Library Surveys; *Research Libraries; *Shared Library Resources

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Associate Degrees; College Faculty; College Graduates; College Planning; College Role; Community Colleges; *Educational History; Educational Trends; *Enrollment Trends; Futures (of Society); *Institutional Characteristics; Institutional Mission; Labor Force Development; Program Descriptions; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Iowa

In commemorating the 25-year history of Iowa's community college system, this report describes the colleges' programs and services, presents a vision for the future, and provides historical and descriptive profiles of the system's 15 colleges. An introductory section reviews the missions of Iowa's community colleges, focusing on educational access, quality, and responsiveness. The next section of the report describes college programs, services, and functions, with separate sections focusing on vocational/technical education, arts and sciences, adult and continuing education, student services, developmental studies, and economic development. For each academic area, longitudinal data on enrollments and degrees awarded are provided for every 5 years from 1970 to 1990. The final section presents the vision of the future, listing as primary issues: (1) developing new partnerships with schools, colleges and universities, and business and industry; (2) demonstrating fiscal accountability through effective resource management; (3) developing Iowa's workforce; (4) ensuring program effectiveness; and (5) increasing educational services for special audiences such as the economically disadvantaged and people of color. Appendix A provides a history of Iowa's community colleges from 1918 through the present, including projections of future developments. Appendix B contains data tables and graphs with data from 1967 to 1991, covering local property taxes, tuition fees, state support, revenues and expenditures, credit enrollments, and total headcount enrollments. Appendix C provides the profiles of 15 colleges, including data on campus size, staffing, enrollments, degrees awarded, costs, financial aid, student activities, and instructional programs. The final appendix provides a state map of district and campus locations. (PAA)

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ED 365 360 JC 930 318

Jacobs, Elaine; Glater, Selina
College Services for Students with Psychological Disabilities: A Journey in Learning and Community Collaboration.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Course Evaluation; Information Dissemination; Inservice Teacher Education; *Mental Disorders; *Psychological Needs; *Psychological Services; *Special Needs Students; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- Santa Barbara City College CA

A project was initiated by the Disabled Student Programs and

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; Community Colleges; *Drug Education; Drug Rehabilitation; Grants; *Outreach Programs; *Partnerships in Education; Prevention; *School Community Relationship; School Involvement; School Role; *Substance Abuse; Two Year Colleges

In an effort to initiate community-based educational efforts for the prevention and treatment of substance abuse, the American Association of Community Colleges and Metropolitan Life Foundation sponsored the Community College (CC) Alcohol and Other Drug Abuse Education/Training Initiative. Participating community colleges were awarded 2-year grants of up to $10,000 to develop and deliver drug abuse education and training programs in partnership with community groups. The 15 funded projects were entitled: (1) "The Mobilization of a Communitywide Alcohol/Drug Prevention Resources Project" (Barton County CC); (2) "Community Intervention in the Lives of Cocaine-Exposed Babies" (Brevard CC); (3) "Alcohol and Other Drug Abuse Education Programs for Schools and the Workplace" (Central CC); (4) "Developing a Training Program To Prepare Substance Abuse Prevention Personnel" (College of DuPage); (5) "The Clergy Assistance Program" (Delaware County CC); (6) "Project ADAPT (Alcohol/Drug Abuse Prevention and Training" (Greenfield CC); (7) "Staff Training in Working with Prenatally Alcohol- and Drug-Exposed Infants and Their Families" (Long Beach City College); (8) "Family Drug Prevention Program" (Luzerne County CC); (9) "A Community Partnership for Education and Training of College Faculty and Substance Abuse Professionals" (Miami-Dade CC); (10) "Substance Abuse Education/Prevention" (Northern Essex CC); (11) "Alcohol and Drug Abuse Prevention Program" (Presentation College); (12) "The County Network for Education, Communication, and Training" (San Juan College); (13) "Prevention Showcase" (South Suburban College); (14) "Inter-Agency Mentoring and Assessment Project To Promote a Drug-Free Environment" (Southeastern CC); and (15) "Regional Wellness Resource Center" (Triton College). A one-page description is provided for each project. (MAB)

ED 365 377 JC 940 052

LaGuardia Community College/CUNY Report on the Queens Workforce Development Symposium.
PUB DATE- Dec 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Colleges; Conferences; *Employer Attitudes; Job Skills; Job Training; *Labor Force Development; *Labor Needs; Minimum Competencies; *Needs Assessment; *School Business Relationship; Two Year Colleges
IDENTIFIERS- New York (Queens)

In June 1993, a workforce development symposium was held at LaGuardia Community College, in New York, involving 119 business leaders and training and employment executives from the borough of Queens. The purpose of the meeting was to determine the critical training needs of the area's business community. Symposium participants were divided into five focus groups related to the following industry sectors: manufacturing, telecommunications, retail, utilities, non-special targets, financial assistance, and outcomes. The telephone interview focused on the scope of current programs, including funding, organization, specific purposes, and collaborations and the potential for the colleges to develop future programs. The interviews revealed that the colleges' involvement ranged widely from fully integrated programs to institutes and ad hoc workshops. A few colleges offered programs leading to associate degrees, but most entrepreneurship training was offered as non-credit, continuing education, and was fully funded by external sources. Contains 43 references. (ECC)

ED 365 394 JC 940 073

Levine-Brown, Patti; And Others
The Paideia Program.
PUB DATE- May 93
NOTE- 24p.; Materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Community Colleges; *Discussion (Teaching Technique); *Educational Strategies; *Humanities Instruction; Instruction; *Instructional Innovation; Instructional Materials; Questioning Techniques; Seminars; *Teaching Methods; Two Year Colleges; Two Year College Students; Workshops
IDENTIFIERS- Florida Community College at Jacksonville; *Paideia

In 1982, Mortimer Adler and other educators conceptualized the Paideia program as a way of reforming basic American schooling by replacing the system's inherent elitism with a truly democratic system accessible to all students. The three primary goals of the Paideia program are to prepare students to earn a living, be responsible citizens, and become lifelong learners. To achieve these goals, Paideia blends didactic classes in which students learn concepts and curricular content, coaching labs in which students practice and master the skills introduced in the didactic classes, and Paideia seminars in which Socratic questioning leads students to listen and think critically and to coherently communicate their ideas. Adler introduced the Paideia program at Florida Community College at Jacksonville (FCCJ), and college leaders, impressed with the program's potential, instituted a 3-year training cycle for interested faculty and administrators. FCCJ's adult studies program adapted the Paideia program to suit its needs, ensuring that seminars closely correlate to course curricula, that seminars are held on a regular basis, and that seminars would not be graded. Seminar leaders act as facilitators, generating questions and encouraging discussions among participants. The Paideia program supports the basic, thinking, and personal skills that will be needed in the workforce by the year 2000. Information about the Paideia program is attached, including guidelines for developing seminar questions, seminar rules and issues, a seminar observation guide, assessment and evaluation forms, and a list of seminar topics. (MAB)

ED 365 395 JC 940 074

ED 365 412 PS 021 619

Swick, Kevin J.; And Others
Evaluation of Target 2000 Parent Education Program. Final Report.
PUB DATE- 28 Jun 93
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Literacy; Child Development; Early Childhood Education; *Family Programs; Parent Child Relationship; *Parent Education; Parent Influence; *Parent Participation; Parents as Teachers; Pilot Projects; *Program Evaluation; School Readiness; Social Services; State Programs
IDENTIFIERS- South Carolina; *Target 2000 SC

This report details the evaluation of Target 2000, a South Carolina parent education program that involves parent and literacy training as well as social services for children and parents, and that is intended to increase parents' effectiveness as the primary teachers of their preschool children. The evaluation process described was shaped by the Target 2000 legislation, the design of the parent education program by the South Carolina Department of Education, and the piloting of the program by 21 selected school districts. The evaluation itself focused on the program's four components: (1) parenting education, including information on parenting skills and child development; (2) literacy training and adult education; (3) child services, including developmental screening, health services, and direct educational services; and (4) direct parent and family services, including transportation, child care, food, clothing, heat, and linkages with family support services. Part 1 of the report discusses the function, organization, and framework of the evaluation. Part 2 reviews and analyzes the literature on effective parent education practices. Part 3 describes the data collection and analysis, while part 4 presents the findings, including profiles of parents and family life contexts and profiles of the staff and the programs at the 21 sites. Part 5 presents recommendations, including recommendations to emphasize school readiness and recruit minority staff. A list of more than 50 references is provided. Appendices include a list of members of the evaluation team and the pilot projects, interview and inventory forms, a summary of findings about program outcomes, and a cost analysis of the program. (SM)

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ED 365 413 PS 021 639

Australian Accreditation System. Australian Early Childhood Association (AECA) Working Paper Submitted to the Interim National Accreditation Council (INAC).
PUB DATE- 92
NOTE- 95p.; Papers prepared in collaboration with the National Family Day Care Council of Australia and Community Child Care NSW. Pages 1-12 contain faint type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); *Day Care Centers; *Early Childhood Education; Evaluation Criteria; Foreign Countries; Models; National Organizations; Planning; Policy Formation; Quality Control; *Standards
IDENTIFIERS- *Australia

These five working papers present the recommendations of the

Huitt, William G., Ed.
Proceedings from the Annual Graduate Research Symposium (5th, Valdosta, Georgia, May 20, 1991).
PUB DATE- 20 May 91
NOTE- 71p.; For 1990 Symposium Proceedings, see ED 333 334.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academically Gifted; Comparative Analysis; Cooperative Learning; Elementary Secondary Education; Graduate Study; Group Dynamics; Higher Education; *Instructional Effectiveness; *Mathematics Instruction; *Music Education; Parody; Problem Solving; Self Concept; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- Explicit Instruction; *Project Follow Through; Writing Style

Covering a wide variety of issues of concern to educators, the papers compiled in this proceedings report present graduate student research on writing instruction, mathematics instruction, cooperative learning groups, a follow-up program to Project Head Start, relationships between language and music, and the self-concept of gifted children. The papers are as follows: (1) "Effect of Writing Parodies on the Writing Style of Advanced Ninth Graders" (J. Albert Rowell); (2) "An Evaluation of Explicit Instruction in Problem-Solving Heuristics in Mathematics" (Wanda L. Sumner); (3) "Effects of Group Processing Skills on the Social Interaction of Cooperative Learning Groups" (Emilie Allen); (4) "Have the Results of Project Follow Through Been Well Utilized?" (Janis N. Lee); (5) "Relationships between Language and Music" (Linda J. Star); and (6) "The Self-Concept of Gifted Children: A Developmental and Comparative Study" (Polyann Diamond). (MM)

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ED 365 432 PS 021 867

Katz, Lilian G.
Symposium on Questions about the Quality of Early Childhood Provisions.
PUB DATE- 17 Sep 93
NOTE- 12p.; Paper presented at the Europen Conference on the Quality of Early Childhood Education (3rd, Kriopigi, Chalkidiki, Greece, September 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Early Childhood Education; Educational Policy; *Educational Quality; *Educational Research; Preschool Teachers; Professional Recognition; *Teacher Education; *Theory Practice Relationship

This paper addresses two questions relevant to practices and policies in early childhood education (ECE). The first question addressed is, Given the worldwide focus on ECE, what are the priorities in practice-oriented research in school life? Educators struggle with the issue of whether research makes much difference to practice. It is suggested that the early childhood field is essentially ideological, and that practice is more influenced by ideology than by research. The second question is, If educators aim to raise the quality of ECE provided, what are the priorities for teacher education? In answer to this question, it is suggested that there is a strong relationship between the quality of ECE provided and the status of practitioners in the field. Factors that impact the low status of ECE practitioners are prevalent beliefs that teaching

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Child Care Occupations; Early Childhood Education; Minimum Competencies; Planning Commissions; Policy Formation; Position Papers; *Professional Development; *Professional Education; *State Standards; *Statewide Planning
IDENTIFIERS- *Colorado; Task Force Approach

In December 1991, the governor of Colorado established a task force to create a model for a statewide career development system for early childhood professionals. This report describes the Task Force and provides its findings and recommendations in four sections. Following an executive summary, section I discusses the founding of the Task Force and the process used to choose the early childhood professionals who served as members. Section II reviews innovative initiatives, in Colorado and at the national level, that supported the Task Force's efforts to create an integrated system of professional development, providing a brief description of each initiative and an address or contact person for further information. Section III describes the guiding principles of the Task Force, stressing the importance of child care in society and the need for a standardized approach, while section IV presents the recommendations and related action steps developed. The report presents the following recommendations: (1) establish the necessary mechanisms to carry out the Task Force recommendations; (2) ensure that all professionals working with young children have the same core knowledge and competencies; (3) create an articulation process for early childhood programs in secondary, two-year, four-year, and graduate institutions, and bridge noncredit and credit programs; and (4) improve salaries, benefits, and status to provide incentives. A list of Task Force members and letters of support are appended. (BCY)

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ED 365 453 PS 021 999

Johnson, Vivian R.
Parent/Family Centers: Dimensions of Functioning in 28 Schools in 14 States. Report No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; Educational Improvement; Elementary Secondary Education; *Family School Relationship; *Parent Participation; *Parent School Relationship
IDENTIFIERS- *Parent Child Centers; *Program Characteristics

A study examined parent and family centers in schools. A survey was sent to 31 schools in the League of Schools Reaching Out that indicated the presence of a parent and family center. Data from the 28 schools responding to the survey yielded 8 dimensions on the functions of the centers: (1) definitions; (2) initiation; (3) names; (4) physical space; (5) staff; (6) funds; (7) hours of operation; and (8) activities. The survey found that all centers had "parent" or "family" in their name, indicating the importance of these places for parents to meet with each other, or with school staff. All but two centers were founded within the past 5 years, and the amount of physical space provided varied greatly. While many centers had or desired paid staff, most activities were directed by parent or

Pillemer, Karl, Ed.; McCartney, Kathleen, Ed.
Parent-Child Relations Throughout Life.
PUB DATE- 91
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Children; *Attachment Behavior; Children; Family Life; *Family Relationship; *Family Role; *Family Structure; Interdisciplinary Approach; Older Adults; *Parent Child Relationship; Parent Role
IDENTIFIERS- *Family Development; *Family Life Span

Using an interdisciplinary perspective that combines research in psychology, sociology, and anthropology, this book examines the composition and role of the family with respect to young children, adolescents, and adult children of elderly parents. Following a preface discussing the major themes of the book--parent-child attachment, transitions and their impact, family relationships, and the influence of social-structural factors--the 13 chapters are as follows: (1) "The Parental Side of Attachment" (Inge Bretherton and others); (2) "Attachment Theory in Old Age: Protection of the Attached Figure" (Victor G. Cicirelli); (3) "Variability in the Transition to Parenthood Experience" (Carolyn J. Mebert); (4) "Double Jeopardy: Identity Transitions and Parent-Child Relations among Gay and Lesbian Youth" (Andrew M. Boxer and others); (5) "The Development of Paternal and Filial Maturity" (Corrine N. Nydegger); (6) "The Developmental Importance of Differences in Siblings' Experiences within the Family" (Judy Dunn); (7) "Mothers' Language with First- and Second-Born Children: A Within Family Study" (Kathleen McCartney and others); (8) Adolescent Happiness and Family Interaction" (Kevin Rathunde and Mihaly Csikszentmihalyi); (9) "Relationships With Children and Distress in the Elderly" (Karl Pillemer and J. Jill Suitor); (10) "Family Conflict When Adult Children and Elderly Parents Share a Home" (J. Jill Suitor and Karl Pillemer); (11) "Normative Obligations and Parent-Child Help Exchange across the Life Course" (Alice S. Rossi and Peter H. Rossi); (12) "Transitions in Work and Family Arrangements: Mothers' Employment Conditions, Children's Experiences, and Child Outcomes" (Elizabeth G. Menaghan and Toby L. Parcel); and (13) Age-Group Relationships: Generational Equity and Inequity (Vern L. Bengston and others). Each chapter is followed by a list of references. (MDM)

ED 365 474 PS 022 051

Genishi, Celia, Ed.
Ways of Assessing Children and Curriculum: Stories of Early Childhood Practice.
PUB DATE- 92
NOTE- 220p.; Foreword by Millie Almy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Curriculum Evaluation; Early Childhood Education; *Elementary School Teachers; Evaluation Methods; *Informal Assessment; *Personal Narratives; *Preschool Teachers; Story Telling; Student Centered Curriculum; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

The teachers' stories in this book present ways of assessing children and curriculum that are embedded in everyday classroom

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anglo Americans; Females; High Schools; *High School Students; Males; *Mexican Americans; Surveys; Tobacco
IDENTIFIERS- Chewing Tobacco; Hispanic American Students; New Mexico; *Smokeless Tobacco

A survey of 208 female and 191 male students attending a public high school in southwestern New Mexico assessed the extent of student use of smokeless tobacco products. The sample included 179 Mexican-American and 26 Anglo-American females, as well as 152 Mexican-American and 26 Anglo-American males. The average age of both female and male subsamples was 15 years. None of the Anglo-American female respondents was a regular user of smokeless tobacco. One Mexican-American female identified herself as a user of chewing tobacco. Eight percent of male students used chewing tobacco, and five percent of males dipped snuff. Seven percent of Mexican-American males and 34 percent of Anglo-American males used smokeless tobacco. The frequency of smokeless tobacco use among Anglo-American males was significantly higher than among Mexican-American males. Both groups had begun using smokeless tobacco at an average age of 9-11. The results are compared to those of other southwestern studies of smokeless tobacco use. (Author/KS)

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ED 365 492 RC 019 444

Lopez, Linda C.
Smokeless Tobacco Consumption by Mexican-American University Students.
SPONS. AGENCY- Western New Mexico Univ., Silver City.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Arizona Educational Research Organization (Tucson, AZ, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anglo Americans; *College Students; Females; Higher Education; Males; *Mexican Americans; *Student Attitudes; Surveys; Tobacco; Universities; Young Adults
IDENTIFIERS- Chewing Tobacco; Hispanic American Students; New Mexico; *Smokeless Tobacco

A modified version of the Illinois Department of Public Health Tobacco Use Survey was used to assess smokeless tobacco consumption among students attending a state university in New Mexico. Respondents included 65 male and 83 female Mexican-Americans, as well as 59 male and 118 female Anglo-Americans. Ages ranged from 16 to 67; subgroup median ages were 23-25. Among Anglo-American female respondents, only three used chewing tobacco and one used snuff. No Mexican-American female used either form of smokeless tobacco. For males, use of smokeless tobacco was significantly greater among Anglo-Americans than among Mexican-Americans. Ten percent of Anglo males used chewing tobacco only, 8 percent used snuff only, and 15 percent used both. Seven percent of Hispanic males used chewing tobacco only, 3 percent used snuff only, and 7 percent used both. Both groups began using smokeless tobacco at an average age of 12-14 years. Over 90 percent of both groups believed that smokeless tobacco causes cancer. The results are compared to those of other studies of smokeless tobacco efforts prompted the Arizona Board of Regents to request a study to improve the development and dissemination of grants that are funded by the higher education portion of the Eisenhower Act. The results of that evaluation are presented in three parts. Part 1 reviews the reform efforts in mathematics and science education, the need to improve students' mathematics and science skills, and trends in mathematics and science K-12 education. Part 2 looks at the role of the state's institutions of higher education (IHE) Eisenhower programs, presents the methodology of the study, gives a history of Arizona's IHE Eisenhower Program, and discusses project questions and answers. Part 3 presents and discusses the nine recommendations related to full-time administrative staff; distribution and revision of requests for proposals; revision of the grant application review process; a coherent strategy for state-level IHE program evaluation; dissemination of effective mathematics and science education training programs; grant writing assistance and feedback; and coordination with the Arizona Department of Education. Ten appendices contain names of interviewees, interview and survey responses, perspectives from other states, analysis of Arizona Eisenhower RFPs, a list of Arizona IHE Eisenhower programs (1990-1993), federal regulations governing IHE Eisenhower Programs, and preliminary recommendations. (MDH)

ED 365 511 SE 053 789

Suter, Larry E., Ed.
Indicators of Science & Mathematics Education 1992. First Edition.
PUB DATE- 92
NOTE- 608p.; Support services in the production of this document provided by Walcoff & Associates.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - General (140)
DESCRIPTORS- *Academic Achievement; College Science; Curriculum; Educational Research; Educational Trends; Elementary School Science; Elementary Secondary Education; Engineering Education; Females; Higher Education; High Schools; *Mathematics Education; Mathematics Teachers; Minority Groups; Parent Attitudes; *Science Careers; Science Curriculum; *Science Education; Science Instruction; Science Teachers; Scientific Literacy; Secondary School Science; *Student Attitudes; Teacher Education; *Teachers
IDENTIFIERS- National Assessment of Educational Progress; National Longitudinal Survey of Youth; Second International Mathematics Study; Second International Science Study

This report presents a new synthesis of statistical indicators and research findings on the quality of science and mathematics education in the United States. In more detail than any other report, it addresses the progress made toward the U.S. national goal of ranking first in the world in mathematics and science by the year 2000. It draws on research and statistical surveys supported by the National Science Foundation and other federal agencies, such as the National Center for Education Statistics, to describe changes that have occurred between 1970 and 1990. This report is intended for use by anyone seeking authoritative information about the students, teachers, and school systems involved in science and mathematics education in the United States. The chapters, following a background and summary section, are: (1) "Cognitive Achievement"; (2) "Science and Mathematics Curricula"; (3) "Science and Mathematics Teachers"; (4) "Persistence and Career Choice"; and (5) "Higher dependent fields is well known. This directory, organized by the Strengthening Underrepresented Minority Mathematics Achievement (SUMMA) Consortium, is a reference for students, faculty, and others to learn about extra-curricular mathematics-based intervention projects. Sixty-seven projects, supported by foundations, industry, universities, agencies, organizations, and individuals, are listed in two sections: pre-college projects sponsored by colleges and universities, and pre-college projects conducted by organizations. Each entry on the list provides the following information: sponsor; project type; recruitment area; total number and grade level of students; total staff; project dates; cost and financial assistance information; and a description of the program. The SUMMA Program focuses on seven areas of activity: (1) developing the consortium; (2) establishing mathematics-based intervention projects; (3) attracting minorities into teaching at all levels; (4) establishing mainstreaming projects for minority students on majority campuses; (5) mentoring minority students in mathematics; (6) creating an archival record of minority PhDs in mathematics and mathematics education; and (7) developing an organization for mathematics departments at minority institutions. (MDH)

ED 365 532 SE 053 955

Reys, Barbara J.; Reys, Robert E.
Mental Computation Performance and Strategy Use of Japanese Students in Grades 2, 4, 6, and 8.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Elementary Education; Elementary School Students; Foreign Countries; International Studies; Junior High Schools; Learning Strategies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; School Surveys; Secondary School Students; *Student Attitudes; Tables (Data); Teacher Attitudes; *Thinking Skills
IDENTIFIERS- *Japan; *Mental Computation

While the emphasis and content of school mathematics differ little between Japan and America, by the time students reach junior high school, performance as measured by international studies differs greatly. This report provides a profile of the attitudes toward, strategies used, and performance on mental computation of Japanese students in grades 2, 4, 6, and 8, in order to identify factors that may contribute to this difference. Students in two randomly selected classes in each of grades 2, 4, and 6, and six randomly selected classes in grade 8 were selected from three elementary and one junior high school in Tshuchiura, Japan. Data were collected using a preference survey of numerical computation methods used, an attitude survey, a mental computation test, and interviews of selected students in grades 4 and 8. The major findings were that: (1) Japanese students thought both mental computation and written computation were important; (2) teacher attitudes toward mental computation varied; (3) students across all grades preferred mental computations; (4) a wide range of performance on mental computation was found; (5) performance levels on items presented visually was significantly higher than those presented orally; (6) performance on common items

PUB DATE- Apr 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Education; Conservation (Environment); Ecology; Elementary Secondary Education; Enrichment Activities; *Environmental Education; Extension Agents; Program Development; Program Guides; *Program Implementation; School Community Programs; *Water Resources; *Youth Programs
IDENTIFIERS- *Fishing; Scouting

Part of the Trout Unlimited program involves the development of cooperative programs to educate youth and their communities about environmental conservation. This handbook provides guidelines for conducting youth education events and information to facilitate the development and implementation of youth education activities with various community youth organizations and in the schools. Chapter 1 provides instructions for establishing an effective youth program. Chapter 2 is designed to assist Trout Unlimited chapter in organizing and conducting special youth education events. Chapters 3-6 provides guidelines for starting cooperative programs with 4-H clubs, scouting, schools, and state fish and game departments. (MDH)

ED 365 554 SE 054 042

Rethinking Recycling: An Oregon Waste Reduction Curriculum. Teacher Resource Guide.
PUB DATE- Oct 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Educational Resources; Elementary Secondary Education; *Environmental Education; Instructional Materials; *Recycling; Solid Wastes; State Curriculum Guides; Teaching Guides; *Waste Disposal
IDENTIFIERS- Environmental Problems; *Oregon

In 1993, the Oregon State Department of Education, in conjunction with the Department of Environmental Quality (DEQ), developed four "Classroom Activity Packets" with waste reduction and recycling lessons for each of the following groups: Grades K-2; Grades 3-5; Grades 6-8; and Grades 9-12. This teacher resource guide is the final component of that curriculum and includes information on the content goals in waste reduction education and methods to help teacher integrate instruction to meet those goals in daily classroom lessons. The guide is presented in five sections. Section 1 provides an overview of the new materials that includes educational objectives, a cross-reference to statewide curriculum goals, and a list of materials in the activity packets. Section 2 presents a history of the problem of waste, the Oregon hierarchy of solutions, and special waste reduction concerns, Section 3 discusses the teaching methods that include making use of technology, games, simulations, and parental and community involvement. Exemplary programs are recognized. Section 4 presents programs to supplement the implementation of the curriculum that include an awareness week, a classroom resource center, and plays and songs. Section 5 lists the following resources: (1) a Statewide

Sexual Health for Grades 9 & 10.
PUB DATE- 89
NOTE- 472p.; For related items, see SO 023 372 and SO 023 374.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Contraception; Curriculum Enrichment; Family Life; Grade 9; Grade 10; *Pregnancy; *Reproduction (Biology); Secondary Education; Sex; *Sex Education; *Sexuality; *Venereal Diseases
IDENTIFIERS- Washington

This document presents material for a family life or sex education curriculum for grades 9 and 10. It includes homework, lesson plans, information on audiovisual materials, speakers, field trips, a summary of Washington state law and guidelines, a sample parent letter, a discussion of universal values versus controversial issues, and a protocol for determining appropriate responses to student questions. The lesson plans are divided into 30 units. The first consists of a unit introduction and pretest. The second discusses touch and abstinence. Unit 3 describes the reproductive system. Units 4 through 8 are grouped under puberty and adolescence. These units concentrate on developing feelings, the need to belong, and concerns over physical changes and what is "normal." Units 9 through 12 discuss sexual exploitation. Areas covered include communication, consent versus exploitation, the continuum of sexual touch, and assault strategies. Units 13 through 15 are grouped together under pregnancy. Units 16 through 18 are on planning to parent. Unit 19 focusses on the unplanned pregnancy. Units 24 through 23 discuss contraception. Units 24 through 28 are grouped under sexually transmissible diseases, with units 25 and 26 focussing on HIV and AIDS. Unit 29 is on sexual health care. Unit 30 consists of a review and post test. Eight appendices include the parent letter, laws and guidelines, audio-visuals, speakers, panels, field trips, considerations in an unplanned pregnancy, and overviews of F.L.A.S.H for grades 5 and 6 and grades 7 and 8. (DK)

ED 365 576          SO 023 374

Reis, Elizabeth
11/12 F.L.A.S.H.: A Curriculum Supplement in Family Life and Sexual Health for Grades 11 & 12.
PUB DATE- 92
NOTE- 414p.; For related items, see SO 023 372-373.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Arousal Patterns; Contraception; Critical Thinking; Family Life; Grade 11; Grade 12; *Individual Development; *Pregnancy; *Reproduction (Biology); Secondary Education; *Sex Education; *Sexuality
IDENTIFIERS- Washington

This curriculum supplement is designed for high school juniors and seniors to augment the edition designed for freshmen and sophomores. The document is divided into 18 units. Unit 1 is on critical thinking, and serves to help the student distinguish schools. Traditional local control has given way to centralized control, while "accountability" and "consumerism" distinguish the new system. At the same time, the national curriculum offers teachers freedom to determine their own strategies for teaching and learning, design their own work schemes, and choose their own curriculum materials. The paper indicates some reactions to the reforms and summarizes research resulting from the introduction of the new curriculum and, in conclusion, areas research not so directly linked to the recent reforms. (SG)

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ED 365 594 SO 023 554

Billings, Henry
Economics: It's Your Business.
PUB DATE- 93
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Banking; Business Cycles; Capitalism; Communism; Consumer Education; Economics; *Economics Education; Elementary Secondary Education; *Free Enterprise System; *Government Role; *Inflation (Economics); *International Trade; Investment; Labor; Monetary Systems; Socialism; Social Studies; Supply and Demand

This document is a text for teaching economics. The book is divided into seven units. Unit 1 is called "What is Economics?" Its seven chapters discuss economics and scarcity, money, the role of the consumer, the role of the producer, capitalism and the free enterprise system, and the circular flow of the economy. The second unit is "How the United States Economy Works." The four chapters discuss the marketplace, profits, competition, and inflation. In Unit 3, "Wages, Labor, and Taxes," the distribution of income and wealth also is discussed. Unit 4, "The World of Business," has three chapters on: (1) investments, corporations, and the stock market; (2) interest rates and banks; and (3) the business cycle. Unit 5 is on the role of government and discusses monetary policy, fiscal policy, the national debt, the gross national product, and managing the resources in the five chapters contained in this unit. Unit 6 is on comparing economic systems. In this unit chapter 24 identifies the three basic economic systems: (1) traditional economy; (2) command economy; and (3) market economy. Chapter 25 focuses on socialism, and chapter 26 on communism. Unit 7 is called "A World View" and includes three chapters on world trade, paying for foreign trade, and the strength of the dollar. Each unit begins with cooperative learning exercises and concludes with a unit review. Each chapter begins with a brief preview and ends with questions to probe general understanding. The book concludes with a glossary of terms, and an index. (DK)

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ED 365 595 SO 023 557

Avery, Patricia; And Others
Tolerance for Diversity of Beliefs: A Secondary Curriculum Unit.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

The paper focuses on some of the advantages and disadvantages of using electronic mail in specific courses. Its uses in courses like Women and Politics, Comparative Politics, Asian Government and Politics, Global Issues, and American National Government are described. Faculty members are discovering that information networks can be an effective means for communicating with their students as well as colleagues from other institutions. Electronic mail has been an effective venue for an institution's trilateral goals of trying to bring together computing, writing, and internationalizing the curriculum. The paper includes a section on student feedback on the use of Internet resources in several courses at the University of Wisconsin-La Crosse. Samples of responses to a survey are included. Those who enjoyed using electronic mail emphasized how they were able to use it to contact others and use the available resources for many courses. Those who objected were those who could not, or did not want to spend time in a computer laboratory. (DK)

ED 365 614          SO 023 660

Manrique, Gabriel G.; Manrique, Cecilia G.
Non-European Immigrants among Political Science Faculty: American Higher Education and the New Wave of Immigration.
PUB DATE- Sep 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2-5, 1993). Main text in small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; College Environment; *College Faculty; Cross Cultural Studies; Departments; Equal Opportunities (Jobs); *Faculty Integration; Higher Education; *Immigrants; *Minority Group Teachers; *Political Science; Racial Bias; Racial Differences; Surveys; *Teacher Characteristics

This document reports the results of a survey of immigrant political science faculty of non-European origin during the fall of 1992. There were five purposes for conducting the survey: (1) to collect data on the characteristics of faculty in the United States who migrated from non-European countries, particularly the less developed countries; (2) to study differences across immigrant groups; (3) to study some of the factors that affect the decision of highly educated professionals to migrate; (4) to examine the experiences of immigrant faculty with racial discrimination and perceptions of the impact of race on their work; and (5) to study their views on racial diversity on U.S. campuses. The questionnaire sent to immigrant faculty included questions about the characteristics of the respondent, current institution, and department; respondent's comparisons of professional opportunities between the United States and country of origin; respondent's experiences with discrimination and racial prejudice; respondent's perceptions of how one's race affects work as a faculty member; and views about institutional efforts to increase the diversity of faculty and students. The study concluded that most immigrant faculty come to the United States as graduate students, finish their degrees, and then accept teaching positions here before seeking permanent residency. Immigrant faculty trade off a higher social standing in their country of origin for a higher standard of living, more academic freedom, and better access to library facilities in activities in Native languages for learners of various abilities, relates pedagogical principles of second language learning to student evaluation, presents a model for planning that incorporates pedagogical principles of second language learning, and identifies issues relating to implementation of a native language program in a school or school jurisdiction. Sample teaching activities in Cree and Blackfoot are included. The manual addresses issues shared by all native language groups and offers concrete suggestions useful to each group. Appended materials include a sample annual letter to community leaders, a sample community survey, prayers, and checklists for language skill development. (MSE)

ED 365 160          FL 021 789

Omoniyi, Tope
Price-Tagging Child Bilingualism: An Evaluation of Policy and the Socio-Economic and Political Implications of Commercialisation of Nursery Education in Nigeria.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingualism; *Educational Policy; Foreign Countries; *Government Role; Government School Relationship; Language Acquisition; Language Attitudes; Language Maintenance; *Language of Instruction; *Nursery Schools; Policy Formation; Preschool Children; Preschool Education; Socioeconomic Status
IDENTIFIERS- Nigeria (Lagos)

Years of nursery education are crucial in the language development process of the child. In Nigeria, a nation with over 400 languages, naming a national language for educational and cultural development that foster unity and identity, becomes a sensitive issue. It is argued that government encouragement of private efforts in the provision of pre-primary education has led to commercialization, and that in this context, language skills that schools supply are in a way products that carry price-tags. As such, government policy is an alternative product, and government must change the attitudes of the people in order for its alternative product to be accepted. Eight private nursery schools were consulted for information on clientele, fees payable, quality of staff, and language policy. A socioeconomic description of nursery schools is offered and the nature of language skills' products available to children are discussed with reference to government language policy objectives. A quasi-economic model is provided to move language development in the direction of the ideal defined by the policy. Successful intervention by the government would result in support for multilingualism. (Contains 26 references.) (Author/AA)

(070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aggression; Attitude Measures; College Environment; College Freshmen; Colleges; Comparative Analysis; Ethnic Status; Higher Education; Literature Reviews; Race; *Rape; Sexuality; Socioeconomic Background; *Student Attitudes; Student Behavior; Student Characteristics; Surveys; Universities
IDENTIFIERS- *ASHE Annual Meeting; *Date Rape

This study examined the prevalence and impact of student attitudes tolerant toward or supportive of sexual aggression including date rape on college campuses. Data for the study come from the 1985 and 1989 Freshman Surveys involving a total of 89,070 male and female college students. Among the findings were the following: (1) students who oppose sexual aggression are more likely to be female, have a high self-rating of academic and writing ability, and want to help others in difficulty; (2) students who are less likely to oppose sexual aggression tend to believe married women should not work, believe that college increases earning power, believe that homosexuality should be illegal, believe that marijuana should be legal, and are Roman Catholic; (3) encouragement towards competitiveness and limited exposure to diversity in others creates a greater acceptance of sexual aggression; (4) a partying lifestyle and being a college athlete adversely affect students' perception of sex; and (5) fraternities tend to support anti-woman, pro-rape attitudes, especially sexual aggression. (Contains 61 references.) (GLR) checklist was developed and revised after review by the professors previously interviewed. Interviews suggested that most textbook choices are made by examining copies of the text and the ancillary materials that accompany them. Professors and students were found to have similar criteria for a "good" textbook. Instructors placed strong emphasis on readability and on ancillary materials. When two texts seemed equal, the one with stronger ancillary materials was usually selected. Professors were concerned about errors and overly technical language. Students were very concerned about textbook costs and liked texts that used plain, practical language with information broken into manageable chunks. Also included are the interview questions, feedback form, and the checklist itself. (Contains 42 references.) (JB)

(JB)

ED 365 217 HE 027 008

Strand, Heather; Stapleton, Laura
Estimates of Enrollment at Public, Four-Year Institutions, Fall 1992.
PUB DATE- Jul 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; College Freshmen; Colleges; *Enrollment; Enrollment Trends; Full Time Students; Higher Education; Land Grant Universities; Part Time Students; *Public Colleges; *State Universities; Tables (Data)

This document reports estimated Fall 1992 enrollment at public, four-year institutions based on a survey mailed to over 570 institutions of higher education. The annual survey of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC) member institutions drew a 93 percent response rate. Analysis of the data indicated that, for the first time since the mid-1980s, total enrollment did not increase due in part to economic conditions, higher tuition costs, stable or smaller pools of high school graduates, and externally or self-imposed enrollment caps. However, the historically black colleges and universities reported a total enrollment increase of 4.5 percent. Four tables and three graphs detail the findings. Appendixes, which comprise over half the document, contain three tables. The first shows AASCU respondents' total full-time part-time and grand total enrollments for individual institutions grouped by state. The second table shows NASULGC respondents' total full-time, part-time and grand total enrollments for individual institutions grouped by state. The third table shows nonaffiliated respondents' total full-time, part-time and grand total enrollments for individual institutions grouped by state. (JB)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Legislation; *Fees; Financial Support; Graduate Study; Higher Education; In State Students; Operating Expenses; Place of Residence; *Program Evaluation; *Public Colleges; State Universities; Student Financial Aid; *Tuition; Undergraduate Study
IDENTIFIERS- *Tuition Waivers; *Washington

This report of the Washington State Higher Education Coordinating Board provides a review of tuition and fee waiver programs submitted by each state university, regional university, state college, and the community college system; and presents recommendations for the continuation, modification, or termination of these programs. The review describes the scope of the various existing programs, discusses what the cost of these programs are to the state and its higher education institutions, examines the growth of these programs over the years, and reviews what the objectives are in evaluating them. Additionally, various program evaluation alternatives that were given to the Board for its consideration are explained. Appendices, comprising half the report, provide: (1) a list of programs by common purpose or goal and identified by mandatory/permissive authority, (2) a listing of the mandatory and permissive programs and amounts of operating fee revenue waived for 1992-93, and (3) the evaluation procedure and criteria used for program reviews. (GLR)

planning for, exchange ideas about, provide direction to discuss issues and problems emerging from, and review and analyze data and findings of the cluster evaluation; (2) share lessons learned with other projects; (3) learn about current and developing issues in science education and science curriculum, instruction, and assessment topics directly pertinent to projects; (4) formally and informally share science education curriculum materials and instructional strategies; and (5) visit project sites. (Contains nine references.) (JB)

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ED 365 258 HE 027 051

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month and 11- and 12-Month Contracts in Institutions of Higher Education, 1981-82 through 1991-92. E.D. TABS.
PUB DATE- Dec 93
NOTE- 46p.; For earlier report, see ED 345 647.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Finance; Educational Trends; Higher Education; Longitudinal Studies; Private Colleges; Public Colleges; Sex Differences; Tables (Data); *Teacher Salaries

This study examined the salaries of full-time higher education faculty over the 10 years from 1981-82 to 1991-92 at universities, colleges, and community colleges. The study used data from the Integrated Postsecondary Education Data System (IPEDS) and from the Higher Education General Information Survey (HEGIS). Highlights of the findings include the following: (1) in 1991-92 full-time instructional faculty on 9- and 10-month contracts earned an average salary of $43,900; (2) increases in average salaries have given faculty income gains that exceeded the rate of inflation until 1990-91 when salaries did not keep pace with inflation for the first time in 9 years; (3) average salaries at 2-year public institutions remain higher than those at 2-year private institutions; (4) the gap in average salaries of instructors at public versus private 2-year colleges has increased from 26.2 to 69.2 percentage points; (5) average salaries in constant dollars have continued over the decade to be higher for men than for women--$46,800 versus $37,500, for all ranks combined in 1991-92; and (6) average salaries by state for full-time instructional faculty on 9- and 10-month contracts ranged from $52,723 for California to $31,687 in Mississippi. Much of the document consists of the survey instrument itself, a description of the population, and study methodology. (Contains 2 figures and 19 tables.) (JB) order to make decisions addressing these issues. Recommendations for institutions to consider cover such issues as the following: institutional capacity in relation to student and occupational demand; the breadth and quality of instructional units; program costs; scope of offerings; staffing patterns and faculty workloads; academic support and technologies; operational efficiency; and the effectiveness of state-level processes, reporting, and regulatory requirements. Statistical tables provide information that includes: undergraduate program-major enrollments and degrees awarded for 1988, 1989, and 1990; state and external support figures for research and public service for fiscal year 1990; undergraduate enrollments and costs by field for 1988, 1989, and 1990; occupational status of community college completers from selected occupational programs for 1990; and public university expenditures from state appropriated funds for administration and support functions in relation to instructional, research, and public service expenditures for 1990. (GLR)

ED 365 279 HE 027 072

Statewide Analysis of the Productivity of Instructional Units at Public Universities. Item #2.
PUB DATE- 3 Sep 92
NOTE- 14p.; For a related document, see HE 027 071.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Instruction; *Curriculum Evaluation; Departments; *Educational Improvement; *Educational Planning; Higher Education; *Instructional Improvement; *Productivity; Program Evaluation; *Program Termination; Public Colleges
IDENTIFIERS- *Illinois

This report focuses on productivity improvements in instructional programs at Illinois' public universities by providing an assessment of statewide instructional capacity. The report identifies 22 disciplines in which reduction, consolidation, or elimination of programs should be considered. It notes that when programs are offered by several universities, consideration should be given to reducing the number of programs or consolidating programs. This recommendation is made because statewide analysis across disciplines confirms the existence of programs in several disciplines showing low enrollment, particularly at the graduate level. From a statewide perspective, it is believed that the capacity of professional and occupational programs should be adjusted to be consistent with the occupational opportunities available to graduates. Based on this statewide analysis, the report concludes that there are a number of significant program reductions and eliminations possible that, when completed, can help to achieve productivity improvements in Illinois' public universities and colleges. (GLR) projects, downlink networks, and systems; and (8) glossary of terms. (SLD)

ED 365 299 IR 016 472

Pettersson, Rune
Comprehensibility.
PUB DATE- Jun 93
NOTE- 17p.; Paper presented at the International Symposium of the International Visual Literacy Association (3rd, Delphi, Greece, June 26-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Communication (Thought Transfer); *Comprehension; Foreign Countries; Models; *Readability; Values; Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- Cognitive Models; *Legibility; *Message Design; Sweden; Visual Verbal Synchrony

The act of communicating is not complete until the message is received and understood by the audience. This paper focuses on formulating messages for comprehensibility, in a discussion that is fundamentally applicable to all media. The ability to understand a verbovisual message depends on its readability, legibility, and its reading value. Comprehensibility is also influenced by the credibility of the message, the sender's writing process, and the receiver's reading process. A cognitive model of comprehensibility is presented; and the following issues in the model are discussed: (1) experiences of the reader and writer; (2) the writing process; (3) quality of language (the message); (4) credibility and esthetics; (5) terminology; (6) the reading process; and (7) costs. Against the background of this discussion, some specific writing advice for comprehensibility is given. Rules of thumb for good writing are divided into analysis, preparation, writing, using pictures, and doing the final touchup. Two figures illustrate the discussion. (Contains 21 references.) (SLD)

information center access points. Additional alternatives to provide resources for library services are also outlined. Five appendixes contain information on tax support, questionnaire results, library services, and maps of library facilities. (SLD)

ED 365 319 IR 054 765

A Sample School Library Media Center: Operating Policy, Physical Arrangement and Map, and Guide to the Use of Reference Materials.
PUB DATE- May 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Learning Resources Centers; *Library Administration; Library Facilities; Library Materials; *Library Services; Policy Formation; Reference Materials; Resource Materials; *School Libraries; Time Management; User Needs (Information)
IDENTIFIERS- Examples; *Library Policy; Oklahoma; Operating Procedures; *Sample Reports

Sample documents are provided to assist a school library media center in Oklahoma in preparing a policy handbook applicable to the library's particular situation. The operating policy defines the purpose of the library and the library media specialist, as well as the users, schedule, orientation and instruction practices, and circulation procedures. The description of physical arrangement considers the locations of reference, fiction, non-fiction, biography, and professional collections, as well as periodicals and non-print media. The guide to the use of reference materials contains descriptions of reference materials commonly found in the school library, such as encyclopedias or dictionaries. An appendix contains suggestions for scheduling and a sample library media center pass. (Contains 10 references.) (SLD)

In February 1993, the Association of Research Libraries (ARL) conducted a survey of its members to compile information on cooperative collection development programs for the acquisition of foreign materials in ARL libraries. Responses were received from 86 of the 119 libraries surveyed. Twenty-five respondents report that they participate in cooperative collection development programs, and several participate in multiple programs. Such cooperative activities are frequently a subset of broader resource sharing programs. These programs take many forms, but the dominant model is area-based consortia, which have been established at the local, state, regional, and national levels. The survey summary excludes participation in the Library of Congress Foreign Acquisitions Program, the area studies cooperative microform projects of the Center for Research Libraries, and the Shared Resources Program of the Research Libraries Group. Sample documents are attached to illustrate the following topics: (1) policies of national cooperative programs (4 examples); (2) development of a regional cooperative program (1 example); (3) area-based cooperative programs (7 examples); and (4) operating agreements (2 examples). The survey questionnaire is included. Flyer 195 is provided, which summarizes the Kit. (Contains 9 references.) (SLD)

Services (DSPS) division of California's Santa Barbara City College (SBCC) to provide training and information regarding psychological disabilities to the college community, review existing courses, and provide services to psychologically disabled students. The project was funded by a grant from the California Community Colleges covering the period from February, 1991 through June, 1992. At the outset, a psychological disabilities specialist was hired to administer the grant. A major focus of the project was to provide inservice training to faculty, staff, and administrators and disseminate information about the project to local agencies providing services to the psychologically disabled. In addition, SBCC courses were evaluated to determine which might provide educational support for these students while enrolled in a regular college curriculum. The courses were identified as ones which might help students increase self-awareness, self-esteem, or self-advocacy and improve social and study skills. The third focus of the project sought to provide appropriate services for students, including a thorough intake interview, case review by a mental health care professional, extended time for test-taking, use of tape-recorders, and tutorial help, among other services. During the project, the specialist provided services to 69 students, with the highest number of referrals coming from DSPS staff and other campus faculty. (MAB) profit, and government. A questionnaire developed by symposium organizers and soliciting information on current training needs was distributed to each group. Analyses of the completed questionnaires revealed the following: (1) deficiencies in basic skills among the workforce was the most frequently mentioned issue by focus groups; (2) work readiness, or general "work ethic" and sense of responsibility, was perceived as an issue for job applicants, current employees, and future candidates; (3) the need for diversity was frequently addressed by the groups, including the need for English-as-a-Second-Language training and meeting the needs of female heads of household; and (4) a fourth theme addressed by participants was the need for advanced skills, including upgrades of technical skills, customer service training, cross-training, management training, and training related to laws and regulations. Recommendations for improving workforce development, a list of participants, and the focus group questionnaire are included. (BCY)

Transfer Outcomes in Washington Community Colleges: A Baseline Report on Transfer Student Outcomes. Operations Report No. 94-1.

PUB DATE- Jan 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Transfer Students; Community Colleges; Enrollment; Followup Studies; Graduate Surveys; Higher Education; Outcomes of Education; School Surveys; Student Attitudes; *Student Behavior; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Washington

Four studies on transfer students in Washington community colleges were conducted to determine whether community colleges play an important role in the achievement of the bachelor's degree and to learn at which points Washington community college students have difficulty in completing their education objectives. The studies included a bachelor's degree survey which provided background data and information on students' experience with the transfer process; longitudinal tracking of students planning to complete a community college degree; a transfer rate analysis based on matching community college and four-year college data; and a survey of transfer-oriented sophomores who had been enrolled at Washington community colleges in spring 1988. Study findings included the following: (1) a third of all 1988 bachelor's degree recipients had transferred credit from a Washington community college; (2) among community college entrants intending to transfer, 15% of full-time students and a third of part-time students left during or after the first quarter and did not return, while about half remained enrolled for at least four or more quarters over 2 years; (3) in the 3 years following exit from their community college, 84% of the transfer-bound students had transferred to a four-year institution; (4) for all new Washington community college students completing at least 18 quarter credits in college-level courses, 33% transferred within 4 years; and (5) among transfer students, 56% were still enrolled in their transfer institutions after 3 years, and 34% had graduated with a bachelor's degree. (Contains data tables and 16 references.) (PAA)

Australian Early Childhood Association (AECA) regarding accreditation for early childhood education programs in Australia. The papers, written in response to the Interim National Accreditation Council's (INAC) proposed accreditation model, are entitled: "A Suggested Framework for Thinking about an Australian Accreditation System and Responding to the INAC Consultation Kit"; "An Accreditation System for Early Childhood Programs Starting with Centre-Based Long Day Care"; "Submission to the Interim National Accreditation Council"; "Comments on the INAC Draft Accreditation Process"; and "A Suggested Alternative Model for an Australian Accreditation Tool." The papers propose that: (1) accreditation aim to improve quality in all Australian child care centers and provide parents with assurance of quality; (2) the accreditation system needs to balance simplicity, fairness, protection of the service and the reviewer, and openness to variety in the interpretation of good practice; (3) the structure of the accreditation system needs to represent adequately the interests of the child care industry as a whole, starting with long-day care, but be able to be expanded to include family day care; (4) this structure should consist of a council, accreditation panels, and trained reviewers; (5) accreditation assessments should be made by those with demonstrated expertise; and (6) the accreditation process should also involve self-assessment. The AECA model differs from the INAC format mainly by suggesting three types of criteria for accreditation ("required," "self-selected," and "voluntary only"). (AC) young children requires few skills and deserves low pay, and that teaching young children "comes naturally" and does not require professional training. The second of these two beliefs is countered by the observation that there are two differences between parenting and teaching young children. First, teachers work with groups of children, rather than one child or a few children, and teachers work with other people's children. In order to teach well, teachers should have a knowledge of child development. However, child development knowledge, though it can provide principles for practice, cannot determine the goals of education. These must be determined by the larger community. A third question, concerning the direction of educational policy toward quality or quantity of education, is raised but is not discussed. (BC)

ED 365 433 PS 021 883

Nicholls, John G.; Hazzard, Susan P.
Education as Adventure: Lessons from the Second Grade.
PUB DATE- 93
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Educational Change; *Elementary School Curriculum; *Elementary School Students; *Grade 2; *Instructional Improvement; Primary Education; Student Attitudes; Student Motivation; *Student Role; Teacher Student Relationship
IDENTIFIERS- *Student Opinions about Instructional Procedures

Acknowledged or not, students are curriculum theorists and critics of schooling. Useful lessons can be learned by drawing them into the dialogue about the purposes and practices of education. The addition of children's perspectives can help education become an adventure in which teachers, researchers, and children together learn new questions as well as answers. This book relates the story of a year's observation of, and conversations with, a second grade class. It illustrates what happens when teachers go beyond listening and provoke children to become collaborators in their education; gives new substance to the educational ideas of John Dewey; and suggests how students can become more wholeheartedly involved in education. The book portrays young students as people with coherent notions about what knowledge is of most worth, and offers unique insights of interest to college students, classroom teachers, professors, administrators, and parents. Contains over 130 references. (TJQ) teacher volunteers. Funding, hours of operation, and activities varied considerably. Indications are that parent and family centers both promote and support collaborative family-school relationships to enhance children's learning. (MDM)

ED 365 454 PS 022 001

Preventive Health Care for Children: Experience from Selected Foreign Countries. Report to the Chairman, Committee on Finance, U.S. Senate.
PUB DATE- Aug 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Comparative Analysis; Foreign Countries; Health Insurance; *Health Promotion; Prevention; *Public Health Legislation
IDENTIFIERS- *Access to Health Care; England; France; Germany; Japan; Netherlands; *Reform Efforts; United States

In light of recent efforts in the United States to advance some type of universal health care package for all citizens, including preventive services for children, this report examines how other countries with universal health insurance provide preventive care to children, and what, if any, are the implications for reform efforts in the United States. Child health services in England, France, Germany, Japan, and the Netherlands are reviewed. The first portion of the document describes the scope and background of the study, as well as summary results, noting that although the five study countries provide universal access to preventive health care for all children, they do not rely solely on systems of universal coverage to ensure that all children receive services. Instead, these countries take one or more of the following actions to help secure this outcome: (1) notifying health authorities of new births; (2) targeting new parents for home visits; (3) providing convenient access to physical exams and immunizations; and (4) facilitating the continuity of care through the use of computerized tracking systems. Five appendixes make up the remainder of the document, outlining these nations' systematic approach to delivering preventive care, outreach activities that promote preventive care and remind parents of services, tracking systems that help ensure children receive services, and laws and regulations that provide entitlement to preventive care. A list of major contributors to the report makes up the fifth appendix. (MDM)

life. Assessment here refers to teachers' informal ways of observing and documenting development and learning. Seven chapters include: (1) "Framing the Ways" (Celia Genishi), about the importance of story for conveying aspects of everyday experience in early childhood classrooms and the broad historical and educational contexts framing the stories; (2) "Learning To See the Learning of Preschool Children" (Jan Waters and others), about emotional safety, a curriculum emerging in response to individual children, and communication among children, teachers, and parents; (3) "Linking Curriculum and Assessment in Preschool and Kindergarten" (Martha Foote and others), on the inseparability of curriculum and assessment; (4) "A Social Perspective on Informal Assessment: Voices, Texts, Pictures, and Play from a First Grade" (Sarah Merritt and Anne Haas Dyson); (5) "Learning with, about, and from Children: Life in a Bilingual Second Grade" (Julia Fournier and others), on everyone-as-learner; (6) "Informal Assessment in Second Grade: A Foxfire Story" (Janet Mobley and Sharon Teets), about student-centered practice and older students; and (7) "Looking Forward: Toward Stories of Theory and Practice" (Celia Genishi). Each chapter includes references. (TJQ)

consumption among college and high school students. (SV)

ED 365 493 RC 019 447

A Work of ARTE: The Newsletter of the Assembly of Rural Teachers of English, 1993.
PUB DATE- 93
NOTE- 30p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *English Instruction; Higher Education; *Learning Activities; Organizational Objectives; *Rural Schools; Secondary Education; *Teacher Associations; *Writing Attitudes; Writing Instruction
IDENTIFIERS- *English Teachers

This document consists of the three issues of the ARTE newsletter published during 1993. This newsletter describes organizational objectives and activities of the Assembly of Rural Teachers of English (ARTE), and presents articles of interest to rural English teachers. Articles discuss: (1) promoting and capitalizing on positive feelings of family among rural school staff; (2) a schoolwide business venture at Lamoni (Iowa) Middle School, in which students controlled all aspects of management, production, and sales; (3) "The New Yorker" Education Program, and how the magazine can be used in rural high school English classes; (4) subject matter as a vehicle rather than a focus of learning; (5) a study of the writing experiences and attitudes of Coastal Carolina College freshmen; (6) the importance of meaningful writing assignments for student attitudes and outcomes; (7) new resources to enrich English instruction, particularly "Ideas for the Working Classroom," which is volume 27 of a National Council of Teachers of English series on classroom practices in teaching English; and (8) a fifth grade class's experiences in creative writing. Materials related to the organization include discussions of organizational goals and the role of ARTE in educational improvement efforts, the ARTE constitution, proposals for organizational action to improve rural education, membership information, meeting minutes, tips for influencing public policy, workshop announcements, and a member autobiography. (SV)

Education." Appendixes that constitute nearly half of the document include detailed data tables and technical notes. A list of acronyms and abbreviations, and an index conclude the document. (PR)

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ED 365 512 SE 053 791

Flansburg, Sundra, Ed.
Girls and Math: Enough Is Known for Action. Women's Educational Equity Act Publishing Center Digest.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *Equal Education; *Females; *Instructional Innovation; *Mathematics Achievement; *Mathematics Education; *Sex Differences
IDENTIFIERS- Mathematics Education Research; Womens Educational Equity Act

This digest addresses the issue of sex differences in mathematics achievement in K-12 students. The problem is discussed in three sections. The first section examines the progress that has been made in narrowing the gap between girls' and boys' achievement in mathematics and the numbers of women and men who enter mathematics-related careers. Issues addressed include the failure of research to find any inherent differences in girls' and boys' abilities in mathematics, the underrepresentation of women in mathematics-related fields, strategies to motivate girls to take more mathematics courses, and strategies to encourage girls to consider mathematical and scientific careers. The second section offers innovative approaches in mathematics education funded by the Women's Educational Equity Act (WEEA) Project. A list of the products mentioned in the article is provided. The third section discusses a vision of reform from the Urban Mathematics Collaboratives (UMC) that seeks to increase mathematics equity in the classroom. UMC offers a view of equity embodied in six propositions involving: (1) high achievement and high expectations; (2) student access to rich mathematical content; (3) student assessment and equity; (4) teachers' professional development in equity issues; (5) teachers' professional development in mathematics curriculum and instruction; and (6) school restructuring and equity. (MDH) increased as schooling increased; (7) the range of mental computation strategies was very narrow; and (8) few students in the interview were able to express alternative strategies for mentally computing an item. Six appendices contain copies of the instruments and the categorization of anticipated strategies. (MDH)

ED 365 533 SE 053 957

High Success in Mathematics through Outcome-Based Education.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Mathematics Achievement; Mathematics Education; Models; Parent Attitudes; Program Descriptions; *Program Design; Program Evaluation; Student Attitudes; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Alberta; *Outcome Based Education

The purpose of this project was to implement the principles of Outcome-Based Education (OBE) in the "Fort McMurray (Alberta, Canada) Roman Catholic Separate School District (RCSSD) No. 32" and to collect data related to student achievement, responsibility, and attitudes in mathematics to help assess the effects of the implementation. This report tells the story of the OBE project as conducted in one elementary school and one high school. Chapter 1 provides a brief description of the district, the project purposes, and the implementation processes. The literature and research which provided a support basis for the project are presented in Chapter 2. Chapter 3 provides a description of the action research design. The OBE model is discussed in Chapter 4, followed in Chapter 5 by findings in the areas of student achievement, responsibility, and attitudes. Implications of the project for the district and other jurisdictions are discussed in Chapter 6. Appended are additional statistical tables, a summary of stakeholder responses, a sample teacher-made test, and a copy of the stakeholder survey forms. (Contains 35 references.) (Author/MDH)

Environmental Education Hotline; (2) facts and figures about trash; (3) a glossary of 185 terms; (4) local resources listed by County; (5) a list of DEQ resources; and (6) an annotated bibliography of selected associations, children's books, curricula and activity guides, and resource books. (MDH)

ED 365 555 SE 054 051

Telese, James A.; Jordan, Kathy
Ocean Drilling Simulation Activity.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cooperative Learning; Environmental Education; Geology; Grade 8; *Integrated Activities; *Interdisciplinary Approach; Junior High Schools; Junior High School Students; Learning Activities; Map Skills; *Oceanography; Plate Tectonics; *Problem Solving; Science Education; *Simulation; Thinking Skills
IDENTIFIERS- *Offshore Drilling; Scientific Expeditions

The Ocean Drilling Project brings together scientists and governments from 20 countries to explore the earth's structure and history as it is revealed beneath the oceans' basins. Scientific expeditions examine rock and sediment cores obtained from the ocean floor to learn about the earth's basic processes. The series of activities in this curriculum plan is to simulate some of the activities that would be involved in a scientific expedition. Through cooperative learning groups, students plan and operate a 2-month internationally staffed expedition. Students analyze data that were actually collected during an expedition. The curriculum plan is an interdisciplinary approach to learning about plate tectonics and incorporates decision-making, along with mathematics, geography, and writing skills. As they participate in the simulation, students gain an understanding of how international cooperation is used to study the earth. An outline of the ocean drilling simulation describes activities that: (1) establish the planning committee; (2) develop a cultural awareness of participating countries; (3) develop mapping skills; (4) elaborate on the scientific investigations of the simulation; (5) discuss problems encountered; and (6) evaluate the simulation. (MDH)

among values, feelings, fallacies, and facts. The next five units are grouped together under child and adolescent sexual development. Under this section gender roles, and gender orientation are discussed with relation to the individual and to society. The seventh unit discusses fertility and infertility. Units 8 through 11 deal with unplanned pregnancy. Subjects included are abortion, adoption, parenting, and parenting options and society. Unit 12 describes contraception and the effects for individuals and society. Units 13 through 15 discuss the human immunodeficiency virus and acquired immune deficiency syndrome or AIDS. Unit 13 focuses on the latest that is known about HIV/AIDS and on testing. Unit 14 describes the disease's impact on the friends and families of victims, and unit 15, its impact on society. Unit 16 examines the sexual response system. Unit 17 is devoted to abstinence, attitude, and activism. Unit 18 discusses lifelong sexuality and concludes the supplement. The document includes a section on preparing the teach the F.L.A.S.H. program and a brief review of the lessons from the supplement for use in grades 9 and 10. Field trip report instructions and a sign up sheet are included. Eight appendices include sample letters to older students, parents or guardians, Washington state laws, audio-visual information, a glossary, and community resources. (DK)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; *Cultural Pluralism; *Democratic Values; Intellectual Freedom; Law Related Education; Minority Groups; *Multicultural Education; *Political Attitudes; Racial Relations; Secondary Education; Social Studies
IDENTIFIERS- *Tolerance

This document consists on a 6-week curriculum unit designed to allow secondary students to actively explore issues associated with freedom of belief and expression. Throughout the curriculum students systematically examine the ways in which the legal and constitutional framework of our society directly embodies the norms of freedom of speech and minority rights. Students analyze the legal protections that have been afforded unpopular groups at the national level and parallel principles at the international level. Case studies, role playing, simulations, and mock interviews are used throughout the curriculum to examine the historical, psychological, and sociological dimensions of tolerance and intolerance. Information from psychological studies helps students understand why some individuals are particularly intolerant of beliefs that differ from their own. Descriptions of the Holocaust, the Cultural Revolution, and the internment of Japanese Americans during World War II direct students' attention toward the short- and long-term consequences of intolerance for the victim, the perpetrator, and society. The curriculum includes eight lessons and their corresponding handouts. Each lesson is divided into eight parts: (1) objectives, (2) estimated time, (3) materials and equipment needed, (4) vocabulary, (5) optional films and videos, (6) set induction, (7) learning sequence, and (8) closure. The lessons cover victims of intolerance, the origins of intolerance, basic human rights, censorship, political tolerance and U.S. courts, international rights and responsibilities, beliefs and believers, and developing a class declaration of rights and responsibilities. (DK)

the United States. One out of three respondents reported encountering some form of discrimination on campus. (DK)

ED 365 615          SO 023 663

Ekpo, C. M.
Attitudes of Nigerian Secondary School Teachers towards Media-Based Learning.
PUB DATE- 90
NOTE- 34p.; Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Media; Educational Research; Foreign Countries; Learning Strategies; *Multimedia Instruction; Questionnaires; Secondary Education; *Secondary School Teachers; Student Motivation; *Teacher Attitudes
IDENTIFIERS- *Media Based Learning; *Nigeria

This document presents results of a study assessing the attitudes of secondary school teachers towards media based learning. The study explores knowledge of and exposure to media based learning techniques of a cross section of Nigerian secondary school teachers. Factors that affect the use of media based learning technique are sought. Media based learning is defined as a system that structures resources into a learning framework enabling children to learn independently at their own pace. The teachers' role with media based learning is to dispense knowledge through stimulating, enthusing, and guiding the learners. The methodology is based on a questionnaire survey of over 400 secondary school teachers selected from four federal government and 16 state controlled secondary schools in Nigeria. Major findings reveal that teachers at this level have strong positive attitudes towards media based learning in schools as a whole. However, there are some significant differences in teachers' attitudes when certain variables like gender, years of teaching experience, and qualifications of the respondents were explored. The paper includes three tables: (1) negative statements, (2) gender differences, and (3) years of teaching experience. When teachers' overall attitudes to media based learning were compared with their subject areas, social science teachers were found to give more weight to the fact that their teaching needs no medium except the chalkboard. Male teachers were found to have more positive attitudes toward media based learning that females, and more experienced teachers more positive attitudes than less experienced teachers. (DK)

ED 365 616 SO 023 667

Kahn, Peter H., Jr.
A Culturally Sensitive Analysis of Culture in the Context of Context: When Is Enough Enough?
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criticism; *Cultural Pluralism; *Epistemology; *Ethics; Generalization; Higher Education; *Moral Development; *Moral Values; Social Science Research
IDENTIFIERS- *Deconstruction; *Postmodernism

Cultural context is not the sole source of human knowledge. Postmodern theory, in both its deconstructionist and affirmative approaches, offers an incomplete basis by which to study race, class, and gender, and undermines ethical interaction. Deconstructionism calls for the abandonment of generalizable research findings, asserting that the concept of generalizability itself is flawed. If culture and context are all, the result is an increasingly factionalist society, with increasingly splintered groups increasingly battling one another for power. While affirmative postmodernism argues for pluralism as well, it does not suggest that such pluralism must lead to relativism. The affirmative postmodernists favor a form of democracy that promotes individual and minority group empowerment. Such a view appears to require a rejection of postmodern epistemology in favor of universal criteria. Much can be gained from a study of culture and context if theory systematically embeds within it the study of differences and similarities. Theoretical work on such topics as multicultural education and multi- and cross-cultural views of nature and moral life underscores such an approach. Such ideas can heighten the commitment to discovering and building upon common ground and differences among people, thereby helping advance knowledge and ethical sensibilities. (Contains 54 references.) (SG)

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ED 365 617 SO 023 672

Ohrn, Deborah Gore, Ed.
Iowa Women of Achievement.
PUB DATE- 93
NOTE- 33p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; *Females; *Feminism; Local History; *Social Action; Social Studies; Womens Education; *Womens Studies
IDENTIFIERS- *Iowa

This issue of the Goldfinch highlights some of Iowa's 20th century women of achievement. These women have devoted their lives to working for human rights, education, equality, and individual rights. They come from the worlds of politics, art, music, education, sports, business, entertainment, and social work. They represent Native Americans, African Americans,

ED 365 635 SP 034 889

Hall, John
Customers' Views of Further Education Lecturer Training. Report to the Review Committee on the Training of Further Education College Lecturers in Scotland. Research Report Series.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Faculty Development; Foreign Countries; Graduate Study; Higher Education; *Inservice Teacher Education; Professional Training; Questionnaires; *Teacher Attitudes; Teacher Certification
IDENTIFIERS- *Scotland

This report presents the findings of a survey of 255 further education college lecturers who had successfully completed the Certificate in Education (Further Education) course at the Scottish School of Further Education (SSFE), Jordanhill, in the 5 years following the restructuring of the course in 1986. The views of 33 principals of colleges of further education on the training provision provided by SSFE are also given. The views of the college lecturers are analyzed in terms of the value of the course, effect on their own teaching, communication about the course, the teaching conducted, balance of course work between SSFE and lecturer's own college, attitudes toward block release arrangements, usefulness of mentors and support systems, and value of the Teaching Qualification (Further Education) received upon completion of the course. Views of principals are analyzed in terms of cost-effectiveness of the SSFE course, value of the teaching qualification given, appropriateness of the teaching methods, administrative arrangements, consequences of the block release nature of the course, and the colleges' influence in development of staff training. (JDD)

ED 365 636 SP 034 890

Hall, John; Mingard, Sue
Training Courses for Further Education College Lecturers. Report to the Review Committee on the Training of Further Education College Lecturers in Scotland. Research Report Series.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *College Faculty; Course Descriptions; *Faculty Development; Foreign Countries; Full Time Students; Graduate Study; Higher Education; *Inservice Teacher Education; Part Time Students; Professional Training; Program Descriptions; Teacher Certification; *Teacher Competencies
IDENTIFIERS- *United Kingdom

This report presents an overview of training courses for further education lecturers in the United Kingdom and offers observations on developments in the field of further education lecturer training. Recommendations of previous reports concerning the training of further education lecturers are

ED 365 654 SP 034 943

Cardinal, Bradley J.; And Others
Proposal for a Wellness Clinician/Research Specialization for the Existing Degree Program, Master of Education in Physical Education.
PUB DATE- 16 Nov 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Degree Requirements; *Health Occupations; *Health Promotion; Higher Education; *Masters Programs; *Physical Education; Program Proposals; *Specialization; *Teacher Education Programs
IDENTIFIERS- Wayne State University MI

Consistent with the Year 2000 National Health Promotion and Disease Prevention Objectives, this paper presents a proposal for a Wellness Clinician/Research specialization within the existing Master of Education in Physical Education degree program offered by the Division of Health, Physical Education, and Recreation at Wayne State University (Michigan). The specialty accommodates national, state, local, professional, and student concerns, interests, and needs for training in personal health promotion through improvements in lifestyle management, particularly in the area of physical activity. The overall goal of the proposed specialization is to provide appropriate academic preparation for graduate students specializing in wellness. This proposal includes a rationale for and a description of the program, along with program objectives, standards, administration, resources, and costs. The acceptance of this new area of concentration by the New Program and Program Review Committee will make it possible for the university optimally to prepare students for the nationally recognized and increasingly important area of health promotion and wellness. An appendix provides a curriculum including total program requirements. (LL)

ED 365 655 SP 034 944

Moriarty, Dick; Moriarty, Mary
Sociocultural Influences in Eating Disorders: Shape, Super Woman and Sport.
PUB DATE- May 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Canadian Association for Health, Physical Education and Recreation (Moncton, New Brunswick, Canada, May 8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Athletes; Athletic Coaches; Athletics; *Bulimia; *Cultural Influences; *Emotional Disturbances; *Females; Foreign Countries; Health Education; Health Promotion; Higher Education; Literature Reviews; Physical Education; School Personnel; School Role; Secondary Education; Symptoms (Individual Disorders)
IDENTIFIERS- *Canada

Through a review of the literature, this presentation provides information on eating disorders as they relate to sport and fitness and examines the role of all physical and health

ED 365 673 SP 034 975

Levin, Rebekah A., Ed.
Greater Than the Sum: Professionals in a Comprehensive Services Model. Teacher Education Monograph No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Cooperative Planning; Cultural Pluralism; Delivery Systems; *Disadvantaged Youth; Elementary Secondary Education; Family School Relationship; Futures (of Society); Higher Education; Preservice Teacher Education; *Professional Services; Program Development; Program Evaluation; Public Schools; Resource Allocation; *School Health Services; School Personnel; *Student Needs; *Urban Schools
IDENTIFIERS- *Integrated Services

This book provides a picture of comprehensive children's services from a global, theoretical perspective, as well as a more practical guide to the potential roles for participating service providers and the structuring of such programs. Following an introduction, the volume is organized into 14 chapters: (1) "Moving from Cooperation to Collaboration for Improved Service Delivery for Children" (K. Whitaker and R. King); (2) "Coordinating Services for Children and Families: The Organizational Perspective" (B. Intriligator); (3) "Constructing a Multicultural Framework for Coordinated Children's Services" (B. Fennimore); (4) "The Organization of Family-School Interactions: A Prelude to School-linked Services" (C. Smrekar); (5) "Professional Attitudes, Judgment, and Confidentiality: Tensions in School-linked Services" (M. Manley-Casimir and M. Hall); (6) "Financial and Economic Policy Issues in Coordinated Children's Services" (J. Ward); (7) "A Look Back to the Futures of Children: Developing a Shared Vision of Early Intervention" (R. Brinker); (8) "Educators Respond to New Jersey's 'One-Stop Shopping' Program" (R. Knowlton and E. Tetelman); (9) "Administrative Issues in Coordinated Children's Services: A Chicago Case Study" (M. Smylie, R. Crowson, and V. Chou); (10) "Children's Services and Urban Teacher Education: Beginning the Conversation" (M. Bay, S. King, and V. Chou); (11) "The Principal's Role in Comprehensive Student Services for Empowerment of Students and Families" (C. Capper); (12) "A Social Work Perspective on Comprehensive Children's Services" (S. Goren and L. Afable); (13) "A Primary Health Care Perspective on Comprehensive Children's Services" (S. Girouard and J. Igoe); and (14) "Evaluation of Coordinated Children's Services: A Collaborative, Participatory Approach" (R. Levin and J. Greene). (LL)

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ED 365 674 SP 034 977

UNESCO--Worldwide Action in Education. Second Edition.
PUB DATE- 93
NOTE- 72p.; For an earlier edition, see ED 357 000. Photographs may not reproduce adequately.
LANGUAGE- English

ED 365 692 TM 020 860

Pigge, Fred L.; Marso, Ronald N.
A Summary of Published Research: Classroom Teachers' and Educators' Attitudes toward and Support of Teacher-Made Testing. Revised.
PUB DATE- Oct 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13-16, 1993). For a related paper, see ED 346 148.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Attitudes; Educational Practices; Educational Research; *Elementary School Teachers; Elementary Secondary Education; Literature Reviews; Research Reports; *Secondary School Teachers; Student Evaluation; *Teacher Attitudes; Teacher Education; *Teacher Made Tests; Teaching Methods; Test Construction; *Test Use

This paper presents a summary of findings from a review of approximately 225 studies of K-12 classroom teachers' attitudes toward and other educators' attitudes and support of teacher-made tests and testing practices. The findings from the review indicate classroom teachers have a positive attitude toward teacher-made tests and regard these tests as having a far more positive impact upon their day-to-day instruction than do other types of tests. Further, teachers' positive regard for these tests is reflected in their heavy reliance upon and frequent use of these self-constructed tests in their classrooms. In contrast, other educators express a positive attitude toward teacher-made tests and testing in K-12 classrooms, but this attitude is not reflected in the limited extent to which preservice and inservice training and other basic resources such as test typing, duplication, and scoring services are made available to teachers in meeting their day-to-day testing responsibilities. Four tables are included. (Contains 71 references.) (Author)

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ED 365 693 TM 020 863

Mergendoller, John R.; And Others
Using A "Portfolio" Strategy To Evaluate Utah's Educational Technology Initiative: Findings and Policy Lessons.
PUB DATE- 11 Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Data Collection; Educational Policy; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Financial Support; *Portfolios (Background Materials); *Program Evaluation; Staff Development; State Aid; *State Programs; *Technological Advancement
IDENTIFIERS- Utah; *Utah Educational Technology Initiative

With the Utah Educational Technology Initiative (ETI), the State has increased its commitment to educational technology. The evaluation of the Utah ETI is built around the concept of

ED 365 713 TM 020 907

Kim, JinGyu
Individual Differences in Computerized Adaptive Testing.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; Affective Behavior; Age Differences; Bayesian Statistics; Cognitive Processes; *Computer Assisted Testing; Computer Literacy; Demography; Ethnic Groups; *Individual Differences; *Item Response Theory; Mathematics Anxiety; Maximum Likelihood Statistics; Psychological Characteristics; Sex Differences; Student Characteristics; Test Anxiety; Test Items; Test Wiseness
IDENTIFIERS- Academic Self Concept; *Self Adapted Testing; Testlets

Research on the major computerized adaptive testing (CAT) strategies is reviewed, and some findings are reported that examine effects of examinee demographic and psychological characteristics on CAT strategies. In fixed branching strategies, all examinees respond to a common routing test, the score of which is used to assign examinees to a second-stage test. The currently popular statistically branched adaptive strategies are based on item-response theory, and include maximum likelihood strategy and Bayesian strategy. Two alternative strategies are the use of self-adapted testing and testlet strategies. Examinee characteristic variables are divided into: (1) demographic variables; (2) computer-use variables; (3) test-taking strategy variables; (4) cognitive characteristics; and (5) affective characteristics. Although research on the relationship between examinee psychological characteristics and CAT has been inconclusive, the basic findings are that examinees of different ethnic, gender, age, grade, ability, academic self-concept, test anxiety, computer anxiety, math anxiety, and computer experience groups are differentially affected by the adaptive testing strategies. Implications for research and practice are discussed. (Contains 67 references.) (SLD)

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ED 365 714 TM 020 916

Dwyer, Evelyn E.
Measuring Teacher Attitude toward Low Achievers in Mathematics.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Measures; Attitude Measures; Beliefs; Content Validity; Elementary School Teachers; Intermediate Grades; Junior High Schools; Likert Scales; *Low Achievement; *Mathematics Achievement; Middle Schools; Research Design; *Secondary School Teachers; Student Evaluation; *Teacher

ED 365 733 TM 020 975

Nweke, Winifred C.
Enhancing Individual Learning: The Forgotten Role of Educational Assessment.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Correlation; *Educational Assessment; Educational Improvement; Higher Education; *Learning Strategies; *Student Attitudes; Test Construction; *Test Use; Test Validity; *Undergraduate Students
IDENTIFIERS- *Paper and Pencil Tests; *Performance Based Evaluation

A crucial, but often forgotten, role of educational assessment is to enhance students' learning. This author advocates that an assessment program designed for student learning differs from assessment for accountability in purpose, test format, measurement type, number, and spread of tests, use of test results, and amount of interval between announcement and test administration. This paper illustrates how a combination of traditional paper-and-pencil tests and performance-type assessments has been used to facilitate learning in an undergraduate Test and Measurement class. The sample was 33 students enrolled in the course. The assessment techniques used comprised five pencil-and-paper tests, which accounted for 40% of the course grade, five homework assignments (40%), and a capstone project (20%). The traditional tests and performance assignments were designed to overlap on topics and concepts to reinforce and supplement one another. A low correlation (r=.37) was found between grades on the pencil-and-paper tests and the performance part. Students report that doing the performance assignments engendered and facilitated a better understanding of the material through independent inquiry, problem solving, test construction and validation. Students also indicated that the nonthreatening nature of the projects and homework sustained their hopes of passing the course, contrary to the feedback from the pencil-and-paper tests. One table and one figure are included. (Contains 13 references.) (Author)

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ED 365 734 TM 020 979

Franklin, Bobby J.; And Others
Are the Data Clean? Data Verification Procedures: Louisiana and the Nation.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *Data Collection; Dropout Research; Educational Quality; Elementary Secondary Education; *Profiles; *Research Methodology; Research Reports; *School Districts;

Trillin, Calvin
An Education in Georgia: Charlayne Hunter, Hamilton Holmes, and the Integration of the University of Georgia.
PUB DATE- 91
NOTE- 196p.; Foreword by Charlayne Hunter-Gault.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; *Black Students; *Civil Rights Legislation; College Admission; Court Litigation; *Educational Discrimination; *Equal Education; Higher Education; Personal Narratives; Racial Bias; *Racial Discrimination; Racial Integration; Racial Relations; United States History; Urban Universities; Whites
IDENTIFIERS- *University of Georgia

In January 1961, Charlayne Hunter and Hamilton Holmes became the first black students to enter the University of Georgia (Atlanta). Calvin Trillin covered the litigation that resulted in a federal court order that allowed these students to enroll, and then returned just before their graduation to interview the students, their families, friends and fellow students, professors, and university administrators to portray the hostility and occasional support they received. Examining their experiences provides a window on the Civil Rights movement as a whole, as well as a portrait of the responses of two very different personalities. (SLD)

ED 365 753 UD 029 648

Graham, Patricia Albjerg
S.O.S.: Sustain Our Schools.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Educational Attitudes; *Educational Change; Educational Improvement; Elementary Secondary Education; Family Environment; Financial Support; *Government Role; Higher Education; *Low Income Groups; Minority Groups; Poverty; School Restructuring; *School Support; *Social Change; Social Problems; Social Values

The goal of American education must be to provide more learning for more people. Accomplishing this objective will require formidable commitments of social will, educational expertise, and financial resources. Although there are many good schools in America, many others face many impediments in their efforts to educate children. Obstacles for children can be poverty, community disdain for education, violence, familial disorder, or an unhealthy environment. Obstacles for schools include community lassitude, inflexible bureaucracies, inadequate financial support, and overtired and underprepared students, teachers, and administrators. How these things came about, and what can be done about them are considered. Schools serving the poor and minorities in the United States typically have the least distinguished teachers, are the least adequate physically, and are the most encumbered by regulations. Society's sentiments, as expressed in education, have typically benefited the affluent and deprived the poor. Some successful schools have demonstrated the difference that school can make in the lives of the poor and minorities. Separate chapters draw on these experiences and define how families, the government, higher education, and business can work to overcome the

Hispanic Americans, and European Americans. The first woman featured is Carrie Chapman Catt, who served for 51 years as an officer in either a state or national group supporting women's suffrage. Seven of those years she was president of the largest national group, the National American Woman Suffrage Association. The next woman highlighted is Edna Williams Griffin, a black woman who dedicated much of her life to civil rights and peace organizations. The third article tells of Cora Bussey Hillis and her work to support children's rights. The fourth woman recognized is Pauline Humphrey, the first black woman to own and operate her own cosmetology school in Iowa. Maria Running Moccasins Pearson, an elder of the Yankton Sioux, is highlighted for her work for Indian rights. She was responsible for the first law in the United States enacted to protect ancient burial sites. The next woman featured is Mary Louise Smith, a political worker who in 1974 served as the chair of the Republican National Committee. The last woman described is Ruth Suckow, a writer whose fiction portrayed women as strong and independent. This issue includes a game quiz testing familiarity with the women featured and a comic strip. (DK)

ED 365 618 SO 023 673

Stewart, Rohn
The REACH Center and Multicultural (Multi-ethnic) Art Education.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Art Education; Communication Skills; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Curriculum Development; Educational Benefits; Elementary Secondary Education; *Intercultural Communication; Interpersonal Relationship; *Multicultural Education; *Self Concept
IDENTIFIERS- *Respecting Ethnic and Cultural Heritage Center

This paper is a summary of an awareness session on the nationally validated programs of the Respecting Ethnic and Cultural Heritage (REACH) Center for Global and Multicultural Education. The REACH curricula are designed to be infused into the K-12 programs of U.S. schools. The learner outcomes of the curricula are positive self concepts, multicultural literacy, and respect for the cultural diversity of U.S. society. The four components of the REACH Center's programs are: (1) cultural self-awareness; (2) multicultural knowledge; (3) human relation and communication skills; and (4) cross-cultural experiences. Multicultural education is defined as multi-ethnic education that deals with human diversity within the United States. It incorporates the study of ethnic, racial, and cultural similarities and differences, as well as issues related to gender, age, socioeconomic status, and physical ability. Multicultural education does not aim at eradicating cultural differences, but is based on the social theory of acculturation, intercultural exchange that blends diverse people into a socially unified culture. Multicultural art education expands students knowledge of world views, stylistic and technical options, aesthetic systems, and the symbolic meanings that may be conveyed through art. It increases students repertoire of ways of thinking and behaving, and fosters social, creative, and mental growth. Cultural institutions need to work with ethnic authors and publishers of analyzed, and the current situation is examined. Standards set by the Training and Development Lead Body, which are intended to ensure that trainers, assessors, and internal verifiers achieve a level of competence that will underpin the implementation of National Vocational Qualifications, are discussed. The report then provides a comparison of the four full-time Certificate in Education courses available, at the Bolton Institute of Higher Education, Polytechnic/University of Huddersfield, Thames Polytechnic/University of Greenwich, and Polytechnic/University of Wolverhampton. Part-time programs available at Crewe and Alsager College of Higher Education, Croydon College, Centers validated by the CNAA, and the Scottish School of Further Education are described. An outline of the requirements of the City and Guilds Further and Adult Education Teacher's Certificate is provided. (JDD)

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ED 365 637          SP 034 891

Ruckel, Carol J., Ed.
Certificated Personnel Performance Evaluation Act: Guidelines. Revised.
PUB DATE- Mar 93
NOTE- 19p.; Title on cover is "Certificated Personnel Performance Evaluation Guidelines."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Legal Responsibility; Personnel Evaluation; School Districts; Secondary School Teachers; State Boards of Education; *State Legislation; Systems Development; *Teacher Evaluation
IDENTIFIERS- *Certificated Personnel Perf Eval Act (Colorado); *Colorado

These guidelines are intended to assist Colorado school districts and boards of cooperative services (BOCS) in developing systems which meet the requirements of the Certificated Personnel Performance Evaluation Act (as amended), which mandates written systems for performance evaluation of all certificated personnel. The guidelines distinguish between which provisions must be followed by local school districts or BOCS and which are just recommended. The guidelines begin with definitions and clarifications and then outline the purposes of the performance evaluation system. District and BOCS responsibilities in appointing an advisory council, and the responsibilities of the council, are spelled out. Evaluation system components are listed, including specification of: personnel to be evaluated, purposes of the evaluation, standards for satisfactory performance, criteria used to determine performance, methods of information collection, frequency and duration of the evaluations, and preparation of a written evaluation report. In addition, the guidelines note that the evaluation system should provide for notices of deficiencies for teachers with unsatisfactory performance and development of remediation plans, and that state-approved evaluator training is required. State Board of Education responsibilities are listed, and the role and membership of the State Certificated Personnel Performance Evaluation Council are noted. The text of the Act is provided. (JDD) education teachers, coaches, administrators, and guidance counsellors in either precipitating or preventing anorexia nervosa or bulimia. These professionals are in a position to provide a counterculture to five sociocultural influences identified with eating disorders: (1) pressure to be thin; (2) glorification of youth; (3) changing roles of women; (4) the popular media; and (5) athletic elitism and cosmetic fitness. Teachers and coaches are encouraged to familiarize themselves with the signs, symptoms and characteristics of eating disorders so that they can play their role in detection, referral, treatment, and prevention. In addition, they should familiarize themselves with the following five "Ps," i.e., who is Predisposed to an eating disorder; what might Precipitate and Perpetuate an eating disorder; what is available by way of Professional help and what role do teachers and coaches have to play in Prevention. The paper also discusses results of a National Collegiate Athletic Association Survey; sport/fitness programs and maladaptive behavior; competitiveness in sport/fitness and eating disorders; and referral and treatment of athletes with eating disorders. (Contains approximately 75 references.) (LL)

ED 365 656 SP 034 947

Dougherty, Neil J., IV, Ed.
Principles of Safety in Physical Education and Sport. Revised Edition.
PUB DATE- 93
NOTE- 258p.; Supersedes ED 289 867.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Athletic Coaches; *Athletics; Check Lists; Elementary Secondary Education; First Aid; Guidelines; *Legal Responsibility; Lesson Plans; Physical Activities; *Physical Education; Physical Education Teachers; *Safety; *Student Responsibility; *Teacher Responsibility

The purpose of this book is to assist physical education teachers in the development and implementation of a safe and well-balanced program of activities and to provide students with information about safe participation in common sports. Using a checklist format, information is presented to facilitate the development of unit and lesson plans. The volume is organized into the following 25 chapters: (1) "The Injury Problem" (David A. Feigley and Murray F. Mitchell); (2) "Legal Responsibility for Safety in Physical Education and Sport" (Neil J. Dougherty IV); (3) "Administration of Safety in Physical Education and Sports" (Patricia E. Barry); (4) "First Aid and Sport Safety Policies" (Phil Hossler); (5) "Aerobic Fitness Programs" (Russell R. Pate and Linda Szymanski); (6) "Aquatics" (Ralph L. Johnson); (7) "Archery" (Claire Chamberlain); (8) "Basketball" (James E. Bryant); (9) "Dance" (Lynne Fitzgerald); (10) "Exercise Programs" (Clair W. Jennett); (11) "Field Hockey" (Barbara Belt); (12) "Flag Football" (Maryann Domitrovitz); (13) "Floor Hockey" (Gary R. Gray); (14) "Games" (Neil J. Dougherty IV); (15) "Golf" (Dede Owens and James Ewers); (16) "Gymnastics" (Kathleen Feigley and Diane Bonanno); (17) "Orienteering" (Arthur Hugglestone and Bernie Samm); (18) "Playground Activities" (Susan J. Antle); (19) "Racquet Sports" (John Smyth); (20) "Self-defense" (Kenneth Tillman); (21)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *International Organizations; *International Programs; *Mission Statements; Organizational Climate; Partnerships in Education; Program Descriptions; Resource Materials; Teacher Education
IDENTIFIERS- Africa; Arab States; Asia Pacific Region; Caribbean; Europe; Latin America; North America; *UNESCO

This publication describes activities UNESCO is carrying out and the objectives it is pursuing. The following articles are included: (1) "Education and Human Development" (Federico Mayor, Director-General of UNESCO); (2) "Education and the Future" (Colin N. Power, Assistant Director-General for Education, UNESCO); (3) "What Is UNESCO and What Does It Do?" (4) "Regional Action for Education" (covers regional programs in Africa, Arab States, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean); (5) "Sharing Knowledge" (highlights international intellectual cooperation, statistics on education, quality of education and improvement of school achievement, scientific, technical and vocational education, higher education, training of educational personnel, and action in favor of disadvantaged groups); (6) "Cooperation for Development"; (7) "You and UNESCO" (details how one can participate in UNESCO's action, how information on education can be obtained, and a selected bibliography); and (8) "Where to Apply." Also included are addresses of regional offices, centers, institutions, national commissions, other bodies serving UNESCO's goals in all parts of the world, a bibliography, and a wide range of materials and references. (LL)

ED 365 675 SP 034 982

Know Yourself: Comprehensive Health Education Material for High School Students.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Birth; Drug Education; *Health Education; Health Materials; *Health Promotion; High Schools; High School Students; Human Body; Hygiene; *Limited English Speaking; Pregnancy; Reproduction (Biology); Self Care Skills; *Sexuality; Teaching Methods
IDENTIFIERS- *Comprehensive School Health Programs; Puberty; Sexually Transmitted Diseases; *Sheltered English

This book was developed to help high school students understand the changes taking place in their bodies and to learn about themselves at the same time. Topics include good grooming, clean health habits, human reproduction, sexually transmitted diseases, responsible sexual behavior, and substance abuse. This information can increase students' understanding of themselves and lead students to eatablish patterns of good health throughout their lives. The lessons and activities in this manual were written for limited-English-proficient (LEP) portfolio analysis, an evaluation method that incorporates the collection of diverse types of data and enables a number of types of evidence to be used to gauge accomplishments. Over 3 years, the Beryl Buck Institute in Novato (California) will examine the success of ETI through reports from principals, analyses of student achievement scores, examples of student work, and the testimonies of those involved in the projects. Findings to date are summarized in the areas of: (1) program implementation; (2) computer acquisition and placement; (3) ETI's impact on student achievement and motivation; (4) teacher computer utilization; and (5) staff development. After the first 2 years of the evaluation, the conclusion is that ETI has contributed significantly to Utah education by making it possible for schools to purchase educational technology. Most teachers are now able to use computer technology competently. More sophisticated instructional uses of educational technology are found less frequently, and there is general agreement that a significant investment in the professional development of preservice and practicing teachers will be necessary if the potential of technology purchased with ETI funds is to be realized. Six figures and one table illustrate this discussion. (SLD)

ED 365 694 TM 020 864

Matter, M. Kevin; And Others
Read-On Write-On: Spring 1992 District Results.
PUB DATE- Aug 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Child Development; Elementary Education; Elementary School Students; Essay Tests; Ethnic Groups; Graphs; Middle Schools; Pretests Posttests; Racial Differences; School Districts; *School Statistics; *Scoring; Sex Differences; Tables (Data); *Test Results; White Students; Writing Achievement; Writing Skills; *Writing Tests
IDENTIFIERS- Asian American Students; *Cherry Creek School District CO; Hispanic American Students; Iowa Tests of Basic Skills; Middle School Students; *Read On Write On Program

In the spring of 1992, all students in the elementary schools and middle schools of the Cherry Creek Schools (Colorado) participated in Read-On Write-On (ROWO). A random sample of 20 percent of the 3,542 papers from grades 1-8) from each school was collected and sent to the Assessment and Evaluation Office for scoring. Each paper (above grade 1) was scored by two readers on six traits representing: (1) ideas and content; (2) organization; (3) voice; (4) word choice; (5) sentence structure; and (6) writing conventions. Students through grade 3 were found to be below the developmental stage of writing, where weaknesses outweighed strengths. In grades 4 through 8, students were writing at the developmental stage, characterized by an equal balance of strengths and weaknesses. Female students scored higher than did male students at all grade levels. No clear pattern emerged by ethnic groups, although White and Asian American students outscored Black and Hispanic American students in grades 3 through 6. Students in all grades improved their scores from the fall test to the spring. Correlation with student scores on the Iowa Test of Basic Skills writing conventions and language total scores indicates that the writing test measures a similar construct. Six tables and 16 graphs present test results. Five appendixes described

Attitudes; Teacher Influence; *Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- Middle School Students

The purpose of this study was to provide teachers, supervisors, and school administrators with a valid scale for measuring teacher attitudes toward low achievers in mathematics: the Teacher Attitudes Toward Low Achievement in Mathematics Scale (TALAM). The development of the instrument was carried out in three phases. Phase 1 consisted of selecting an instrument type and preparing possible scale items. A modified Likert-type scale was prepared with input from the literature and content experts. The 85 items developed were placed in subscales for beliefs, feelings, and intended behaviors. In phase 2, the preliminary scale was administered to 51 middle school mathematics teachers. Item analysis resulted in the retention of 45 items for the final scale, the TALAM. In phase 3, the instrument was administered to 105 middle school mathematics teachers in conjunction with two other measures of teacher attitudes. The TALAM was found to be a reliable and valid measure of teacher beliefs, feelings, and intended behaviors. Findings that most teachers have moderately positive attitudes toward low achievers in mathematics are consistent with expectations based on the literature. Four tables present study findings. Appendix A contains the TALAM and scoring directions. (Contains 40 references.) (SLD)

ED 365 715 TM 020 920

Harris, Jimmy Carl; Wear, Stella Brown
Creating the Reflective Practitioner: Sources and Causes of Student Teacher Deviation from Planned Lessons.
PUB DATE- 11 Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Data Collection; Educational Planning; Educational Practices; Elementary Secondary Education; Higher Education; *Lesson Plans; Problem Solving; *Recall (Psychology); *Self Evaluation (Individuals); Self Management; *Student Teachers; Undergraduate Students
IDENTIFIERS- *Deviations from Lesson Plans; *Reflective Practice

The need to teach student teachers to be reflective in solving problems and planning teaching events has led to an interest in developing appropriate data collection procedures for interns learning to perform self-evaluations. A study of 15 undergraduate student teachers was conducted to determine the extent to which they could perform unaided recall of deviation from their planned lessons. Deviations were categorized in terms of aided or unaided recall, sources of deviation, and causes of deviation. Results indicated that these student teachers remembered an average of only 42% of their deviations, and remembered less than 35% of deviations initiated by their students. Causes of deviation included clarification (54%), discipline (19%), scheduling (13%), and other (14%). These results indicate that stimulated recall must be a part of the self-study techniques taught to student teachers, if they are to have a full and accurate record of their experiences to reflect upon. Two tables and one figure are included. One appendix contains a sample record. (Contains 11 references.) (Author)

School Statistics; *State Departments of Education; State Programs; State Surveys; Suspension
IDENTIFIERS- Aggregation (Data); *Louisiana; *Verification

This paper documents the multistep procedure used by the Louisiana Department of Education, Bureau of School Accountability to correct and verify the data that drive the state's statewide school performance indicator program, the "Progress Profiles." The paper also reports the findings of a nationwide survey in which state departments of education describe their data-verification procedures. To correct problems identified with the first "Profiles," new data collection and aggregation procedures were developed, beginning with educating staff about the importance of quality data. A second initiative was to involve the department staff and the owners and users of data in the verification and correction of raw and aggregated data. Profile coordinators were used to coordinate data verification and correction efforts, and reports were prepared with raw data for each local education agency (LEA). Each LEA reviewed raw data reports for correctness. The 50 states were surveyed about the procedures they follow in verifying data, and 42 states replied with descriptions of their procedures. In general, edit checks are performed on collected data, and data are returned to LEAs if discrepancies are found. In Louisiana, the verification process appears to have improved attendance and dropout data, but has not had the same impact on suspension and expulsion data. The upcoming Student Information System should further improve data quality. Three tables are included. (Contains 4 references.) (SLD)

ED 365 735 TM 020 980

Crone, Linda J.; And Others
An Examination of Attendance in Louisiana Schools.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement; *Attendance; Black Students; Dropout Rate; Educational Environment; Elementary Secondary Education; *High Risk Students; Low Income Groups; Parent Attitudes; Prediction; Profiles; *Public Schools; Scores; *Socioeconomic Status; Tables (Data); *Test Results; Urban Schools; White Students
IDENTIFIERS- African Americans; Graduation Exit Exam LA; *Louisiana

Research results appear inconclusive as to the relationship of student attendance to student achievement, although most practitioners cite increased student attendance as an extremely desirable school outcome. The purpose of the examination of student attendance in the Louisiana public schools was twofold: (1) to determine the relationship of attendance to other school variables, especially to test data; and (2) to identify and describe those schools which had the most problems with attendance, in order to provide a profile of the schools that are potentially at-risk due to poor attendance. Results indicated that student attendance in Louisiana public schools is an important indicator of the academic success of a school. Attendance yielded very high relationships to assessment instruments, and was the strongest predictor of percent passing shortcomings of American education. Schools must improve, but society must become more supportive of the child and the school in order for this improvement to happen. (Contains 128 endnotes.) (SLD)

ED 365 754          UD 029 649

Kirk, Ersye
The Black Experience in Books for Children and Young Adults.
PUB DATE- 93
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Black Culture; Black History; *Black Literature; *Books; Children; *Childrens Literature; Cultural Background; Elementary School Students; Elementary Secondary Education; Fiction; Nonfiction; Picture Books; Preschool Children; *Reading Materials; Secondary School Students; Young Adults

This book presents a list of over 700 old, new, and award-winning books for every age from preschool to the teens concerning subjects about black culture and heritage. It covers a variety of interests including history, biographies, folk tales, Africa, the Caribbean, poetry, the arts, facts, and fiction. This book is a comprehensive guide for teachers, librarians, educators, parents, or anyone interested in exposing students from preschool to young adults to books about the culture and experiences of black people. Each entry provides information on the book's contents, author, illustrator, publisher, copyright date, grade level, price, and any award it may have won. Fictional books are divided into three chapters: Picture Books and Beginning Fiction for preschool through grade 3; Fiction for Middle Grades for grades 3 through 6; and Young Adult Fiction for grades 7 and up. A list of out-of-print books is also provided. Appendices include a list of all winners and honor books of the Coretta Scott King Award, as well as title and author/illustrator indexes. (GLR)

ED 365 755          UD 029 650

Wells, Amy Stuart
Time To Choose: America at the Crossroads of School Choice Policy. New Frontiers of Education.
PUB DATE- 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constitutional Law; Educational History; Educational Policy; *Educational Vouchers; Elementary Secondary Education; *Equal Education; Futures (of Society); *Nontraditional Education; Policy Formation; Political Issues; Private Schools; *Public Schools; *School Choice; School Desegregation; State Church Separation; Tuition

This book examines various school choice alternatives and the educational philosophies underlying them, as well as providing an overview of the history of alternative education programs in the United States. An attempt is made to dispel the notion that all school choice plans are created equal and to show that, depending on the goals, some plans are better than others. Chapters discuss the original school choice movement, school instructional materials to develop programs and publish both print and non print multicultural art educational resources. (DK)

ED 365 619 SO 023 689

Grayson, George W.
The North American Free Trade Agreement. Headline Series No. 299.
PUB DATE- Apr 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Economic Change; Foreign Countries; *Foreign Policy; Higher Education; International Relations; *International Trade; Labor Market; Mass Instruction; Problem Solving; Public Opinion; Secondary Education; Supply and Demand
IDENTIFIERS- Canada; *Mexico; *North American Free Trade Agreement

This document discusses the North American Free Trade Agreement (NAFTA) as a debate over the wisdom of opening the southern United States border to the free flow of goods and services between the United States and Mexico. The book is divided into six chapters. The first is a basic introduction to the development of the idea of a free trade agreement among the nations of North America, and the work of Mexican President Salinas to turn his country around economically. The second chapter discusses the mechanics of U.S. foreign policy formulation including the concept of fast-track that empowers presidential representatives to forge a trade deal with one or more foreign governments. Congress must then accept or reject the accord as a package; no changes are allowed. This section describes President Bush's actions in announcing NAFTA and an action plan keyed to the concerns of labor and environmental groups, especially a memorandum of understanding on worker health and safety between the United States and Mexico. The third chapter describes the negotiations, including how the talks began, the negotiators, Mexican-Canadian disagreement, U.S. energy interests, and the principles underlying NAFTA. Issues focused on were: (1) market access that embraces tariffs, rules of origin, government procurement, and related topics; (2) trade rules; (3) services; (4) investment; (5) intellectual-property rights; and (6) dispute settlement. The fourth chapter describes the agreement. The last two chapters are on the evolution of Mexican lobbying in the United States and future prospects for the agreement. A glossary, discussion questions for students, and an 11-item annotated reading list are included. (DK)

ED 365 620 SO 023 717

Blue Ribbon Schools: Outstanding Practices in Geography Education, 1989-90 and History Education, 1990-92.
PUB DATE- Nov 93
NOTE- 39p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Curriculum Evaluation; Educational Objectives; *Elementary School Curriculum; Elementary Secondary Education; *Geography; Geography Instruction; Guidelines; *History Instruction;

ED 365 638 SP 034 892

Eidle, William R.
Values Education, the Judgment of Value and Self-Esteem.
PUB DATE- Oct 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; Learning Activities; Metacognition; Self Actualization; *Self Concept; *Self Esteem; Teaching Methods; *Value Judgment; *Values Education
IDENTIFIERS- *Generalized Empirical Method

If individuals have an objectified, firm understanding of themselves as subjects who exist within a basic self-constituting process for knowing and valuing, they will discover that their authenticity as human beings exists in fulfilling the requirements through which this self-constituting process effectively expresses itself. Self-appropriation of the generalized empirical method (GEM), which is a sequence of patterned interrelated cognitive operations through which individuals are constituted as knowers, valuers, and subsequent decision-makers and doers consistent with one's knowledge and values, can provide a foundational grounding for understanding the valuing process, its relationship to self-esteem, and its potential for influencing the development of values education programs. The four levels of the GEM involve attention to data, seeking understanding of the data, determining the truth of reality, and being rationally self-conscious and responsible in determining values and value-oriented courses of action. The role of education is to assist the learner in making value-oriented judgments and to provide age-appropriate assistance for the learner in recognizing that self-esteem is to be found in understanding the self-transcending mandates of GEM and the personal authenticity gained through ongoing commitment to their fulfillment. Specific learning activities are listed, and model programs are noted. (Contains 17 references.) (JDD)

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ED 365 639 SP 034 893

Fontana, Kay; And Others
Doctoral Students' Experiences and Perceptions of the Graduate Program in Educational Leadership in the Center for Excellence in Education at Northern Arizona University. Focus Group Study.
PUB DATE- Nov 93
NOTE- 52p.; Paper presented at the Annual Conference of the Arizona Educational Research Organization (6th, Tucson, AZ, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Programs; Elementary Secondary Education; *Experiential Learning; *Graduate Students; Graduate Study; Higher Education; Program Effectiveness; Program Improvement; *Qualitative Research; *Student Attitudes; Student Experience; *Student Research
IDENTIFIERS- Focus Groups Approach; *Northern Arizona University

This study was conducted by seven graduate students to investigate their experiences in the Center for Excellence in Education doctoral program in Educational Leadership at

"Soccer" (John Fellenbaum); (22) "Softball" (Diane Bonanno and Sonia Regalado); (23) "Track and Field" (LeRoy T. Walker); (24) "Volleyball" (Barbara L. Viera); and (25) "Wrestling" (Douglas Parker). (LL)

ED 365 657 SP 034 948

Glasser, William
The Quality School Teacher.
PUB DATE- 93
NOTE- 157p.; For companion volume, "The Quality School," see ED 363 968.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *Leadership; *Nonauthoritarian Classes; Secondary School Teachers; Student Participation; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Models; Theory Practice Relationship
IDENTIFIERS- Control Perception; Deming Management Method; *Management Practices; *Quality of School Life

This book offers specific suggestions to teachers who are attempting to relinquish old boss-management systems by putting the newer lead-management theory into practice in their classrooms. Leading, rather than bossing, creates classrooms in which students not only do competent work but begin to do quality work. The book begins by explaining that to persuade students to do quality schoolwork, teachers must first establish warm, totally noncoercive relationships, teach only useful material (which means stressing skills rather than asking students to memorize information); and move from teacher evaluation to student self-evaluation. Suggestions are based on the work of W. Edwards Deming and on control theory, a new explanation of how people choose to live their lives. The volume is organized in 12 chapters as follows: (1) Quality School Teachers Always Lead, They Never Boss; (2) The Quality School Teacher Is a Professional; (3) The Six Conditions of Quality; (4) Your Students Need to Know You and Like You; (5) Quality School Teachers Teach Useful Skills; (6) Teaching Useful Information in the Secondary School; (7) Quality Schoolwork; (8) Teaching the Nonacademic Skills; (9) Concurrent Evaluation; (10) Expanding the Classroom Staff; (11) Teaching Control Theory to Students; and (12) Ungraded Quality Assignments. (LL)

ED 365 658 SP 034 950

Freischlag, Jerry; Stier, William F., Jr.
Articulation between Physical Education and Athletics.
PUB DATE- Mar 93
NOTE- 70p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); *Athletic Coaches;

high school students by a team of English-as-a-Second-Language teachers utilizing the Sheltered English approach. The material includes visual aids and activities to make new concepts and vocabulary more easily understood. Beginning with an introduction that discusses dating, good grooming, and sexuality, the comprehensive health education materials are organized in 8 units as follows: (1) Skin, Hair, and Grooming; (2) Sexuality; (3) Human Reproduction; (4) Pregnancy; (5) Childbirth; (6) Birth Control; (7) Sexually Transmitted Disease; and (8) Drugs, Alcohol, and Tobacco. A glossary, bibliography of instructional materials for LEP students, and an answer key complete the document. All materials may be duplicated for classroom use. (LL)

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ED 365 676 SP 034 986

Humphrey, James H.
Elementary School Child Health for Parents and Teachers.
PUB DATE- 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Health; Elementary Education; Elementary School Students; Elementary School Teachers; *Health Education; *Health Promotion; Mental Health; *Parent Education; Physical Fitness; *Resource Materials; School Health Services; Social Development; *Teacher Education

The primary health educators of children are their parents; secondary health educators of children are their teachers. This book provides a resource for parents and teachers interested in child and school health and offers guidance to promote the health of children between the ages of 5 and 12. An introductory chapter describes such terms as health, health knowledge, attitudes, practices, health education, and fitness. Chapters 2, 3, and 4 are concerned with the physical, social, and emotional health of children. Taken into account are such factors as needs of children, teacher observation of health of children, and how children can develop physical, social, and emotional health concepts. Chapter 5 covers nutrition, including eating habits of children and childhood obesity. In chapter 6, emphasis is placed on body restoration in the form of rest, sleep, and relaxation. In chapter 7 the area of stress is discussed as an impact on child health with emphasis on home and family stress and stress in the school environment. The final chapter is concerned with the elementary school health program and takes into account such areas as school health services, healthful school living, and school health education. (Contains 28 references.) (LL)

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ED 365 677 TM 019 283

Thomas, Brenda; Badger, Elizabeth
On Their Own: Students' Responses to Open-Ended Questions in Math, Reading, Science, Social Studies. Results of the 1990 Assessment: Grade Four, Grade Eight, Grade Twelve.
PUB DATE- Apr 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

the assessment process, and appendixes B through E provide nine pages of additional tables. (SLD)

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ED 365 695 TM 020 869

Becker, Heather
Values, Stakeholder, Structure, and Measurement Challenges in the Evaluation of Disability Programs.
PUB DATE- Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; *Delivery Systems; *Disabilities; Evaluation Methods; *Evaluation Problems; *Measurement Techniques; Program Effectiveness; *Program Evaluation; Program Implementation; *Values
IDENTIFIERS- *Service Delivery Assessment; Stakeholder Evaluation; Value Orientations

Challenges faced in the evaluation of programs for the disabled are discussed, focusing on values orientation, key stakeholders, program structure, and measurement issues. Workers in the field are presently witnessing a fundamental change in the philosophy that underlies programs for persons with disabilities. Evaluators must be sensitive to the values orientation behind each program. Disability programs have multiple stakeholders, and an evaluator must identify key stakeholders and be responsive to consumers and their families. The shift toward community-based services is having an effect on program structure, and is increasing the number of small programs without the established hierarchical structure of larger human services programs. A final consideration is the measurement of program outcomes. Acknowledging multiple perspectives will require finding or developing multiple measures of program outcomes. These are exciting times for programs that serve persons with disabilities, but these advances require improved evaluation to ensure the best service delivery possible. (Contains seven references.) (SLD)

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ED 365 696 TM 020 870

Packard, Abbot L.; And Others
A Comparison of Three Presentation Methods of Teaching Statistics.
PUB DATE- Oct 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; *College Students; Comparative Analysis; *Computer Assisted Instruction; Concept Formation; Higher Education; *Interactive Video; Knowledge Level; Pilot Projects; Pretests Posttests; *Statistics; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Central Limit Theorem; Knowledge Acquisition

The use of computer assisted instruction in teaching statistical concepts was studied. Students enrolled in classes in education who lacked statistical experience participated. Knowledge questions for pretest and posttest assessments were prepared

ED 365 716 TM 020 923

Baskin, Maryan; Ross, Steven M.
The Urban Teacher Selection Interview: Internal Validity.
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Classification; Correlation; Elementary Secondary Education; Higher Education; Interviews; Prediction; Regression (Statistics); *Scoring; *Selection; *Teacher Selection; *Test Validity; Urban Schools; *Urban Teaching
IDENTIFIERS- *Ranking; *Urban Teacher Selection Interview

Because a cumulative score is not computed for the Urban Teacher Selection Interview, item rankings do not appear to be operationally related to the overall ranking and final categorization of teacher education candidates. The purpose of this study was to determine the extent to which, during the final selection process, the interviewers ranked and categorized candidates on the basis of information collected during the interview. Subjects were 33 candidates for an alternative teacher-licensure program. Candidates were scored by trained interviewer pairs, using 14 items in 7 areas of the Urban Teacher Selection Interview Continua Rating Form. Multiple regression was used to determine which items best predicted the final rankings. Only one item, Application of Generalizations-A surfaced as a significant predictor of final ranking. Eight of the 14 items correlated significantly with the final ranking. Of the six that did not correlate to final ranking, five were highly correlated with other items in the interview. These findings indicate that the Urban Teacher Selection Interview does seem to have reasonable internal validity. Two tables present study findings. (Contains 22 references.) (Author/SLD)

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ED 365 717 TM 020 933

McNeal, Cathy Connolly; Bishop, Harold
A Comparative Assessment of School Environments by Delinquent and Nondelinquent Children: Implications for Public School Leaders in Alabama.
PUB DATE- Nov 93
NOTE- 74p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Black Students; Comparative Analysis; *Delinquency; *Educational Environment; High Schools; *High School Students; Policy Formation; *Public Schools; *Satisfaction; *Student Attitudes; Surveys; White Students
IDENTIFIERS- *Huntsville City School System AL

Differences between the perceptions of delinquent and nondelinquent secondary school students in their assessments of school environments through the National Association of for the Graduation Exit Exam. There were also strong negative relationships between attendance and suspension, expulsion, and dropout rates. As Monk and Ibrahim reported (1984), this study confirms that low attendance rates for a school should be a concern of all parents in the school. The characteristics of schools with low attendance rates were (1) schools in metropolitan areas, (2) middle and secondary schools, and (3) schools with low socioeconomic status. Results indicated that Caucasian students in these schools had even more problems with low attendance than the African American students. Six figures (graphs) and four tables are included. (Contains 15 references.) (Author)

ED 365 736 TM 021 001

The State Report on Grade Level Retention of Students as of October 1992. A Report from the State Board of Education, Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.
PUB DATE- May 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; Age Differences; Dropout Rate; Educational Trends; Elementary School Students; Elementary Secondary Education; Ethnic Groups; *Grade Repetition; *Low Achievement; Policy Formation; Secondary School Students; Sex Differences; State Legislation; State Programs; Student Promotion; Tables (Data); Transitional Programs; *Underachievement
IDENTIFIERS- *Texas

As mandated by state law, the Texas Education Agency presents a summary of data relating to grade-level retention of students reported by grade, ethnicity, and gender. The reported total number of students who repeated a grade in Texas schools in 1992-93 was 118,888. An additional 3,243 students, or 1.24% of the first grade, were placed in transitional programs instead of regular first grade. Hispanic and African American students were retained two to three times more often than white students. Sixty-three percent of retained students were male. Most retentions occurred at the ninth grade, with 12.5% (32,785 students) repeating the grade. Among the reasons given for retention, having a grade average less than 70% constituted half of the responses. Reported numbers may actually underrepresent the extent of retentions, and the rate may be as high as 5% of all students. It appears that retention in grade does not help most students, and that retention is an expensive and ineffective attempt to solve the challenges presented by students who require alternative instructional strategies and support systems to be successful in school. Eleven tables and seven figures present retention data. Appendices contain: (1) a chronology of legislation; (2) methodology explanation; (3) indicator codes; (4) an explanation of one code; (5) actual data; and (6) category descriptions. (SLD)

ED 365 737 TM 021 002

Bainer, Deborah L.; Didham, Cheryl K.
Teacher Interaction Patterns: Can They Be Measured?
PUB DATE- Dec 93
NOTE- 26p.
LANGUAGE- English

desegregation by choice, statewide school choice plans for the 1990s, tuition voucher plans and equity issues, and the constitutional issues surrounding voucher plans and the separation of church and state. (Contains 462 endnotes.) (GLR)

ED 365 756 UD 029 651

Adams, Maurianne, Ed.
Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions.
PUB DATE- 92
NOTE- 152p.; Individual articles in this serial have been separately analyzed as EJ 457 704 through EJ 457 713.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; College Administration; College Faculty; *College Instruction; Community Colleges; Core Curriculum; *Cultural Pluralism; Curriculum Development; *Educational Change; Faculty Development; Minority Groups; *Multicultural Education; Postsecondary Education; Public Colleges; Racial Bias; Racial Identification; Undergraduate Study; Writing Instruction
IDENTIFIERS- *Diversity (Groups); Identity Formation

This journal presents a collection a essays that offer several new perspectives on teaching practice; give descriptive and narrative accounts of curricular and teaching innovations; and discusses a range of shared learnings obtained from public university, community college, and private college multicultural change processes. Chapters and their authors are as follows: (1) "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action" (Linda S. Marchesani and Maurianne Adams); (2) "Racial Identity Development: Understanding Racial Dynamics in College Classrooms and on Campus" (Rita Hardiman and Bailey W. Jackson); (3) "Bias Issues in the Classroom: Encounters with the Teaching Self" (Gerald Weinstein and Kathy Obear); (4) "International and Multicultural Education: Unrelated Adversaries or Successful Partners?" (June Noronha); (5) "Cultural Pluralism and Core Curricula" (Betty Schmitz); (6) "Diversity in Required Writing Courses" (Marcia S. Curtis and Anne J. Herrington); (7) "Curricular Innovations: Social Diversity as Course Content" (Maurianne Adams and Linda S. Marchesani); (8) "Monoculturalism to Multiculturalism: Lessons from Three Public Universities" (John A. Hunt, Lee Anne Bell, William Wei, and Grant Ingle); (9) "Community College Contexts for Diversity: Miami-Dade Community College and Joliet Junior College" (Mardee S. Jenrette and J. Q. Adams); and (10) "Institutional Transformation for Multicultural Education: Bloomfield College and St. Norbert College" (Martha J. LaBare and Stuart G. Lang). (GLR)

ED 365 757 UD 029 652

Schaafsma, David
Eating on the Street: Teaching Literacy in a Multicultural Society.
PUB DATE- 15 Dec 93
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; Disadvantaged Youth;

Interdisciplinary Approach; *Secondary School Curriculum; Social Studies; Teaching Methods
IDENTIFIERS- *Blue Ribbon Schools

This document is a report on 16 schools selected as Blue Ribbon Schools for their outstanding programs in geography or history. The report is divided into four parts. The first part discusses the curricular frameworks and guidelines for elementary and secondary schools in geography education. Areas discussed include: (1) current achievement and instruction; (2) goals of geography education; (3) curriculum; (4) instruction; (5) teacher preparation; (6) obstacles and initiatives; and (7) references. Part 2 gives profiles of the eight outstanding schools in geography. The schools are: (1) Lee County Primary, Leesburg, Georgia; (2) Aikahi Elementary, Kailua, Hawaii; (3) Diamond Elementary, Gaithersburg, Maryland; (4) Aquila Primary Center, St. Louis Park, Minnesota; (5) Hebrew Academy of Atlantic County, Margate, New Jersey; (6) Andrew Jackson Elementary, Old Hickory, Tennessee; (7) Corpus Christi Catholic School, Houston, Texas; and (8) Ashlawn Elementary, Arlington, Virginia. The third part of the report is the curricular frameworks and guidelines for elementary and secondary schools in history education. Areas discusses are interdisciplinary instruction, time on task, and cultural diversity. References are included in this section also. The last part of the report is the profiles of the winning schools in history. They are: (1) Black Mountain Middle School, San Diego, California; (2) Rancho Buena Vista High, Vista, California; (3) Broad Meadows Middle School, Quincy, Massachusetts; (4) North Shore High, Glen Head, New York; (5) Convent of the Sacred Heart, New York City, New York; (6) Thomas J Stovall Junior High, Houston, Texas; (7) Highland Park Elementary, Austin, Texas; and (8) Eton School, Bellevue, Washington. (DK)

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ED 365 621 SO 023 858

The Arts and Education Reform: Ideas for Schools and Communities.
PUB DATE- Jan 94
NOTE- 29p.; For the final "National Standards for Education in the Arts," see SO 023 911.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Activities; *Art Education; Art Teachers; *Curriculum Development; Educational Legislation; *Educational Principles; Elementary Secondary Education; Standards
IDENTIFIERS- Goals 2000

This document is a background paper for satellite town meeting on the "Goals 2000: Educate America Act." The paper discusses the importance of studying the arts for themselves, and as a means of helping students learn other subjects. It suggests that studying the arts prepares students for the workplace and helps to build the United States' ability to compete internationally. The arts are a significant part of the U.S. economy and a means of bringing parents, business, and the community into the school to participate. The arts teach about human nature and culture, encourage self-discipline and persistence, teach cultural diversity, and are basic to life. The paper describes six communities' innovative programs for helping students improve their academic performance while they learn about music, theater, dance, and the literary and visual arts. Seven keys to success that are found in successful arts education programs are: (1) the arts are integrated throughout the curriculum at all age levels; (2) regular arts classes of comparable length to the other academic disciplines are the

Northern Arizona University. The purpose of the study was to provide the graduate students with experience in conducting qualitative research. Aspects of the doctoral program studied included: acceptance into the doctoral program, statistic course requirements, dissertation and comprehensive exams, program mechanics, and other emergent factors. For each aspect studied, perceived strengths, perceived weaknesses, and recommendations for improvement were determined. Data were collected during two focus group sessions of approximately 1 hour duration. The group used a grounded theory approach to qualitative research, based on the criteria of fit, understanding, generality, and control. Rather than present a group conclusion, each member of the study group prepared a short, subjective statement summarizing the essence of their experience as a participant in the project. Sixteen recommendations for program improvements were generated. (JDD)

ED 365 640          SP 034 900

Allen, Kay W.
Cultural Diversity and Collaboration: Educating Teachers for the Future.
PUB DATE- 23 Oct 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Measures; *College School Cooperation; *Cultural Awareness; Cultural Differences; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; Elementary School Students; Elementary School Teachers; *Field Experience Programs; Higher Education; Minority Group Children; Partnerships in Education; Preservice Teacher Education; *Student Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- Diversity (Student); *Preservice Teachers; Seminole County School District FL; University of Central Florida

Two themes which run through a majority of education reform reports are the need better to prepare teachers for cultural diversity and to forge partnerships between universities and public schools. In an effort to fill these needs a collaborative project was undertaken between the University of Central Florida and a local elementary school (in Seminole County) in which 80 percent of the students were from families living at or below the poverty level, and 80 percent were of minority status. The purpose of the working partnership was twofold: (1) to provide the school with teacher education student interns; and (2) to offer future teachers the opportunity to begin studying the problems of educating at-risk students. Interns tutored individual students, worked with small groups, and in some cases, conducted units of study in classrooms. In addition, they kept personal journals to encourage reflective thinking and accentuate personal attitudes, beliefs, and affective reactions to classroom experiences. Analysis of interns' writings suggested overall positive outcomes for both the interns and the elementary students; however, the student teachers expressed frustration at their lack of prior experience with diversity. The report concludes with 13 major themes identified in synthesizing student reactions, and a suggestion that a field-based approach wherein future teachers are immersed into a culture different from their own is likely to develop a new appreciation and awareness of students as individuals and an understanding of

*College Athletics; Evaluation Criteria; Higher Education; Measures (Individuals); *Physical Education; Physical Education Teachers; *Problem Solving; *Teacher Effectiveness; *Teacher Responsibility
IDENTIFIERS- *State University of New York Coll at Brockport

Athletics, basic instruction programs of physical education, and professional physical education programs are conducted together on hundreds of college campuses, intertwining facilities, personnel, and curriculum. Coaches continue to be assigned almost invariably to physical education departments if they have academic rank and/or teaching duties. This presentation identifies some structural as well as functional problems arising from the melding of the two programs; suggests solutions beneficial to both physical education and athletics; addresses how job expectations, supervision, and evaluation of teacher-coaches can be developed so that neither area of responsibility suffers; discusses articulation from the perspective of the physical education curriculum; and examines the dual role of teacher-coach. About half the paper consists of documents produced by the State University of New York (Brockport), illustrating criteria for assessing the teacher-coach in terms of duties and responsibilities in each of five areas: mastery of subject matter, teaching effectiveness, scholarly ability, university and public service, and continuing growth. (LL)

ED 365 659          SP 034 952

Barber, David
Why Teachers Choose To Work in Catholic Schools.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Catholic Educators; *Catholic Schools; Classroom Environment; Elementary School Teachers; Elementary Secondary Education; Lay Teachers; Literature Reviews; Questionnaires; *Religious Factors; Secondary School Teachers; *Teacher Attitudes; *Teacher Employment; *Teaching (Occupation)

This study was conducted to determine the reasons why teachers choose to work in Catholic schools. The Catholic School Teachers Professional Choices Questionnaire was sent to 65 teachers and administrators in 4 Chicago Catholic elementary schools and 1 Catholic high school. Fifty-four completed questionnaires were returned by 49 teachers and 5 principals (83 percent response). The questionnaire was divided into two main sections. The first section gathered demographic data; the second section was divided into categories relating to religious, professional, experiential, and practical reasons for choosing to teach in Catholic schools. By dividing the population into three groups--religious, Catholic lay, and non-Catholic--different emphases were placed upon the categories of questions. Consistent with previous research, respondents ascribed greatest importance to teaching as a profession, suggesting that the nature of a Catholic school provides an environment in which personal faith issues can be developed and one which is efficacious to classroom goals. The study not only determined reasons that teachers chose to work in Catholic schools but also why they did not so choose--the most significant being notoriously low salary and benefits. Responses to the questionnaire and a 25-item bibliography are

(Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Intermediate Grades; Junior High School Students; *Mathematics Tests; *Reading Tests; *Responses; *Science Tests; *Social Studies; *State Programs; Statistical Data; Testing Programs; Test Results
IDENTIFIERS- Massachusetts Educational Assessment Program; *Open Ended Questions

In the spring of 1990, over 9,000 4th-, 8th- and 12th-grade students (only 6 percent of all students in Massachusetts) were assessed using open-ended mathematical, scientific, social studies, and reading concepts. Beginning with the Massachusetts Educational Assessment Program for 1992, open-ended questions will be administered to all students and will contribute to school and district scores. This series of reports describes the results of these assessments to communicate levels of student achievement throughout the state, familiarize teachers and administrators with the types of questions that will be included on the next assessment; and improve assessments taking place within classrooms by providing models that teachers can adapt to their own evaluations of students' knowledge, understanding, and abilities. Fifteen handouts for grade 4, 17 handouts for grade 8, and 15 handouts for grade 12, are provided. Students' responses to open-ended questions in social studies, mathematics, science, and reading are highlighted. For selected test items in each subject area, the grade level, major concepts/abilities tested, correct and incorrect answers, and comments are included. (RLC)

ED 365 678 TM 019 606

Bock, H. Darrell
Documentation of Assessment Instrumentation--The NORC/CRESST 12th Grade Science Assessment, Item Databases, and Test Booklets. Project 2.6: Analytic Models To Monitor Status & Progress of Learning & Performance & Their Antecedents: The School Science Assessment Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 452p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Testing; Computer Graphics; *Computer Software; *Databases; Difficulty Level; Educational Assessment; *Grade 12; High Schools; *High School Students; Models; National Surveys; Science Education; *Science Tests; *Test Construction; Test Items
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

The hardware and software system used to create the National Opinion Research Center/Center for Research on Evaluation, Standards, and Student Testing (NORC/CRESST) item databases and test booklets for the 12th-grade science assessment are described. A general description of the capabilities of the system is given, with some specific information about how to use the system. A user's guide for accessing the item databases and producing camera-ready copy is included. TESTBUILDER is the system developed for constructing item databases and producing copy for booklet production. Two programs (FILEVISION IV and TEXTURES) must be purchased to access the system and produce copy. From the databases, test items can be extracted to be from a pool of questions used in the statistics department of the College of Education at Virginia Tech. Software modules for this pilot study were created through computer software applications and implemented in a Windows 3.1 environment. Central limit theory was the concept presented, and it was presented in one of three different computer-mediated ways: (1) text, graphics, plus static interaction (TGS); (2) text, graphics, plus animated interaction (TGA); and (3) text, graphics, plus passive video (TGPV). Because the investigation was a pilot study to support further investigation, analyses were not developed in depth. Gains in knowledge were found, however. Participants were less enthusiastic about TGS than the other presentations, with TGA appealing to most. Issues for further study are discussed. (Contains 16 references.) (SLD)

ED 365 697 TM 020 871

Robertson, Trina Reed
It's about Schools: 1992-93 Report on Surveys. Publication Number 92.37.
PUB DATE- Oct 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Bound Students; Data Collection; *Educational Environment; Educational Policy; Education Work Relationship; Elementary Secondary Education; High School Graduates; *Job Satisfaction; Research Methodology; School Districts; School Safety; *School Surveys; *Teacher Attitudes; Teacher Expectations of Students; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Policy Implications

The Austin (Texas) Independent School District conducts survey research as a means of collecting information from people affected by district policies and programs. Some general results are presented for the following surveys: (1) the School Climate Survey; (2) the Office of Research and Evaluation Coordinated Survey; and (3) the Former Student Survey. Information is also provided about the School-Based Surveys Support for independent surveys conducted by individual schools. Overall, school campus professionals were less positive this year about their schools' climates than in previous years. Teachers felt less confident about their students' ability to achieve mastery, less confident about safety in the schools, and less positive in their feelings of being treated as professionals. In general, the district is doing a good job in preparing students to enter postsecondary school, with improvements needed in some areas. Recommendations are made for program improvement and the investigation of the downward trend in satisfaction with the school climate. Twenty-one figures illustrate the discussion. Seven appendixes review the reports, survey methodology, and comparisons of results with surveys from previous years. (Contains 17 references.) (SLD)

ED 365 698 TM 020 873

Turner, Jeannine
Austin Youth River Watch Program: 1992-93 Final Report. Publication Number 92.33.
PUB DATE- Oct 93

Secondary School Principals Comprehensive Assessment of School Environments (NASSP/CASE) School Climate and Student Satisfaction Surveys were studied in Huntsville (Alabama). Subjects were 100 nondelinquent tenth graders from five high schools and 100 delinquent students aged 14 to 16 from Huntsville high schools. Most delinquent students were black, while the majority of nondelinquent students were white. The delinquent group was approximately 87% male and 39% of those could not read on a fourth- through sixth-grade reading level. More delinquent individuals had been retained, and more had disrupted families. No significant interaction was observed between delinquent and nondelinquent status and the assigned school in perceptions of school climate, although a significant difference was noted between delinquents and nondelinquents in perceptions of school climate and student satisfaction. Support was evident for the null hypothesis predicting a main effect for student status. Five tables present study findings. Ten appendixes include the NASSP/CASE instruments and background letters and permission forms. (Contains 41 references.) (SLD)

ED 365 718 TM 020 934

Daniel, Larry G.; And Others
Health Locus of Control and School Achievement in Middle School Students.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; Cohort Analysis; Correlation; Educational Practices; Grade 7; *Health; Junior High Schools; Junior High School Students; *Locus of Control; Middle Schools; *Student Attitudes
IDENTIFIERS- California Achievement Tests; *Middle School Students; *Multidimensional Health Locus of Control Scales

The present study investigated the relationship among middle school students' self-perceived locus of control, their school achievement, and their school attendance. A cohort of 265 seventh-grade students was administered the children's version of the Multidimensional Health Locus of Control (MHLC-C) scales, which measure health locus of control across three identified subscales: powerful others, change, and internal. California Achievement Test (CAT) composite subscale scores were compiled for these same students, as was a record of the days present during the previous school year. One canonical function was interpreted which indicated the existence of a moderate relationship among the variables. Analysis of variable weights indicated that the function largely capitalized on the relationship between the MHLC-C subscales and the CAT subscales, with the attendance variable contributing little to the results. Implications of the findings as they relate to educational practice are offered. Five tables are included. (Contains 29 references.) (Author)

ED 365 719 TM 020 935

Ferrell, Charlotte M.; Daniel, Larry G.
Construct Validation of an Instrument Measuring Teacher Career Motivations.
PUB DATE- Nov 93

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Check Lists; Collegiality; Elementary Education; *Elementary School Teachers; *Interaction; Interviews; Journal Writing; *Measurement Techniques; Pilot Projects; *Recordkeeping; *Research Methodology; Self Evaluation (Individuals); Social Support Groups
IDENTIFIERS- Logbooks; *Self Report Measures

This paper reports the results of a pilot study of the routine daily interactions of elementary school teachers. The study was undertaken to identify a method that can be used to study interaction patterns for a large sample of teachers. Specific questions were whether teachers would consistently record and self-report their daily interactions, and what type of instrument should be used to solicit information. Participants were 16 experienced elementary school teachers from 7 districts (9 schools). A journal, log, checklist, and open-ended interview were developed to measure teacher interaction. Effectiveness of these pilot instruments was evaluated using the criteria of number of incidents recorded, detail and quality of information, and comments and recommendations from the teachers. Data suggest that teachers can independently self-report their interactions with sufficient detail to make an analysis of interaction patterns possible. It is suspected that motivation to report interactions may be a factor in a larger sample of teachers. The interview method required considerable teacher and researcher time in spite of the useful information it yielded. The loose structure of the journal made it less efficient in eliciting the information needed. The log and checklist, however, were usable and effective in collecting information and are suggested for further studies of this sort. One figure and two tables present study data. (Contains 28 references.) (SLD)

ED 365 738 TM 021 004

Bock, R. Darrell; And Others
Report on Models for Educational Assessment Involving Multiple-Choice and Free Response Exercises. Open-Ended Exercises in Secondary School Science Assessment. Project 2.4: Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Biology; *Educational Assessment; Equivalency Tests; Essay Tests; *Item Analysis; Models; *Multiple Choice Tests; *Science Education; Scoring; Secondary Education; *Test Construction; Test Items; Test Reliability
IDENTIFIERS- Alberta; Alberta Grade Twelve Diploma Examinations; California; *Free Response Test Items; Golden State Examination Program CA; *Open Ended Questions

In preparation for a study of essay questions and other forms of open-ended exercises in the California Golden State Examination for biology, the functioning of open-ended biology items in another examination was explored. The Golden State Examination program offers honors credit to students who wish to qualify

Economically Disadvantaged; *Educational Methods; Elementary Education; Elementary School Students; Ethnic Stereotypes; Inner City; *Intercultural Communication; *Literacy Education; Minority Groups; *Multicultural Education; Personal Narratives; *Urban Education; Urban Youth; *Writing (Composition)
IDENTIFIERS- Dewey Center Community Writing Project MI; Diversity (Student); Michigan (Detroit); Student Empowerment

This book examines, via a case study involving fifth, sixth, and seventh graders: (1) the struggle of teaching literacy in a racially divided society, (2) the importance of story and storytelling in the educational process, and (3) how storytelling is an interactive experience for both the teller and listener. In addition, the book reveals how cultural values and cultural differences affect education in today's American schools. The book describes the history of the Dewey Center Community Writing Project in Detroit's (Michigan) inner city and offers samples of the students' writing about their lives in a troubled neighborhood, as well as the teachers' versions of events and their personal histories and work as educators. These stories illustrate how talking across multiple perspectives can enrich the student's learning process as well as the community-building process outside the classroom. (Contains over 175 references.) (GLR)

ED 365 758 UD 029 654

Hopfenberg, Wendy S.; And Others
The Accelerated Schools Resource Guide.
PUB DATE- 93
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academically Gifted; *Acceleration (Education); Case Studies; *Educational Change; Educational Cooperation; Elementary Education; Elementary Schools; Family School Relationship; Guides; *Learning Strategies; Middle Schools; *Problem Solving; *Resource Materials; School Community Relationship
IDENTIFIERS- *Accelerated Schools

This resource guide represents the first comprehensive guide to the innovative practices of accelerated schools. It is designed to be used by a wide variety of participants as a supplement for training, as well as for discussion and guidance in the move to transform schools nationwide. Eleven chapters include detailed descriptions of the accelerated schools philosophy and process, rich vignettes, case studies, and examples from actual accelerated schools, in addition to drawings, exercises, and additional resources. Chapters: (1) provide a rationale for having accelerated schools; (2) outline the philosophies and processes of these schools, including getting them started, the crucial nature of problem solving, and the inquiry process; (3) show how accelerated schools' principles and values relate to effective collaboration; (4) describe the changes in teaching, learning, and family involvement that have occurred in accelerated schools as a result of using their philosophy and process; (5) discuss the beliefs about powerful learning strategies as presently provided to gifted and talented children; (6) offer examples of how families and communities become involved in their accelerated school communities; and (7) suggest tips on school assessment. An appendix examines the ideal; scheduling innovations make time for the arts to be taught on their own and for arts specialists to plan with teachers of other disciplines to coordinate and enhance the various curricula; (3) effective teacher training and professional development in the arts are essential; (4) artists are involved as teachers, coordinators, or resource people; (5) arts in eduction is inclusive; (6) the community, business, and local arts organizations are actively involved; and (7) teaching and learning are regularly assessed. A list of resource organizations is included. (DK)

ED 365 622 SO 023 911

Mahlmann, John J.; And Others
National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts.
SPONS. AGENCY- American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.; Music Educators National Conference, Reston, Va.
PUB DATE- 94
NOTE- 174p.; For related material, see SO 023 858.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Art Appreciation; *Art Education; Cultural Differences; *Dance; Dance Education; Educational Principles; Elementary Secondary Education; Multicultural Education; *Music; Music Education; *Theater Arts; *Visual Arts

This document consists of the new national standards for arts education and a summary statement accompanying the book. The standards recommend that by the time they have completed secondary school, students should: (1) be able to communicate at a basic level in the four arts disciplines, dance, music, theater, and the visual arts; (2) be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency; (3) be able to develop and present basic analyses of works of art form structural, historical, and cultural perspectives; (4) have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and (5) be able to relate various types of arts knowledge and skills within and across the arts disciplines. The book of standards is divided into four main parts. An introduction discusses the benefits, applicability, and importance of arts education. The second part describes the context and issues of arts standards such as their place in education reform, cultural diversity, appropriate technologies, student assessment, and correlation and integration of the arts disciplines. The remaining three parts discuss dance, music, theater, and visual arts for grades K-4, 5-8, and 9-12. Presented within each of the disciplines are the specific competencies that the arts education community nationwide believes are essential for every student. The standards include both content and achievement. Appendices include a glossary for each of the four art areas, outlines of sequential learning in each discipline, a summary statement, and a list of contributors and endorsers. (DK)

ED 365 623 SP 034 547

Dock, Alan W.; And Others
Teaching Teachers through Distance Methods: An Evaluation of a

the importance of diversity to a quality learning environment. (Contains 15 references.) (LL)

ED 365 641 SP 034 910

Jackson, Shirley A., Ed.
Comprehensive School Health Education Programs: Innovative Practices and Issues in Setting Standards.
PUB DATE- Nov 93
NOTE- 125p.; Papers presented at the Comprehensive School Health Education Program Grantees' Conference (Washington, DC, November 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criteria; Educational Innovation; Elementary Secondary Education; Federal Programs; *Health Promotion; Parent Participation; *Program Development; Program Evaluation; *Program Implementation; *School Community Relationship; Student Behavior
IDENTIFIERS- *Comprehensive School Health Education

Comprehensive school health education is a primary prevention strategy for teaching the nation's children and their parents the skills needed for a healthy lifestyle. This publication provides information about the U.S. Department of Education's Comprehensive School Health Education Program (CSHEP) and presents four papers commissioned for the 1992 Comprehensive School Health Education Program Grantees' Conference: (1) "Research Base for Innovative Practices in School Health Education" (Diane Allensworth); (2) "Instituting Innovative Practices in Comprehensive School Health Education Programs for Elementary Schools" (Jill English); (3) "Developing Comprehensive School Health Education Standards for Elementary School Programs" (Lucinda Adams and Betty Holton); and (4) "A Community-Based School Health System: Parameters for Developing a Comprehensive Student Health Promotion Program" (Christopher DeGraw). Three distinct themes emerged throughout the conference suggesting a shift in key elements of the existing paradigm: (1) CSHEP should be driven by the needs of students; (2) CSHEP should be a coordinated, comprehensive, school-and community-based system of service delivery; and (3) CSHEP should focus on identifying and documenting outcomes. Appendices provide historical information, including the 1992 conference agenda, the list of participants, and information about funded projects. (LL)

ED 365 642 SP 034 917

Fereshteh, M. Hussein
The U.S. and Japanese Education: Should They Be Compared?
PUB DATE- 16 Oct 92
NOTE- 27p.; Paper presented at Lehigh University's Conference on Education and Economics in Technologically Advancing Countries (Bethlehem, PA, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Admission (School); Cultural Background; Cultural Context; *Cultural Differences; *Educational Philosophy; Education Work Relationship; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Higher Education; Holistic Approach;

included. (LL)

ED 365 660          SP 034 953

Implementation of the Teacher Education External Program Review
  Team's Recommendations on Teacher Education. Status Report.
  Presented to the Oklahoma State Regents for Higher Education.
PUB DATE- 23 Sep 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Accreditation (Institutions); Educational
  Innovation; Elementary Secondary Education; Higher Education;
  *Improvement Programs; Institutional Cooperation; Program
  Evaluation; Program Implementation; *Program Improvement; State
  Programs; *State Standards; Teacher Certification; *Teacher
  Education Programs; Universities; Validated Programs
IDENTIFIERS- *Action Plans; Holmes Group; National Council for
  Accreditation of Teacher Educ; *Oklahoma

The report of the External Program Review Team on Teacher Education to the Oklahoma State Regents for Higher Education featured 23 recommendations for Oklahoma to become a leader in teacher education. The recommendations were grouped into five categories of concerns: program rigor, faculty resources, technology, interrelationships/leadership, and teacher certification. An action plan to implement the recommendations was initiated. The plan began with a Regents staff visit to the 12 state institutions with an agenda listing items for discussion and requests for selected updated materials. In line with the first two recommendations, the plan focused on program viability. This status report is divided into 8 sections: (1) background information; (2) program viability; (3) categories of concerns; (4) incentive grant funding for innovative teacher education programs; (5) NCATE accreditation; (6) Holmes Group; (7) a summary of activities responding to the 23 recommendations of the external program review team; and (8) conclusions drawn from the process. Three appendixes provide: a table of responses to the recommendations of teacher education external program review team by category; topics for discussion at institutional visits; and a summary of discontinuations and a review of options in teacher education by institution. (LL)

ED 365 661          SP 034 954

Klemp, Ronald; Shapiro, Susie
The Practitioner Center: Innovation in Teacher Training from
  Practitioner to Practitioner.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National
  Middle School Association (20th, Portland, OR, November 4-7,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions)
  (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Elementary School Teachers;
  *Faculty Development; *Inservice Teacher Education; Integrated
  Curriculum; Interdisciplinary Approach; Intermediate Grades;
  Junior High Schools; *Middle Schools; Secondary School
  Teachers; Student Evaluation; *Teacher Centers; *Teacher
  Workshops; Team Teaching; Theory Practice Relationship
IDENTIFIERS- Los Angeles Unified School District CA; Practitioner

included in booklets. Appendix A is the key to the comprehensive index of science assessment materials' codes. Appendix B contains test booklets from the science assessment study in six forms (each with easy, intermediate, difficult, and more difficult test booklets) in earth science, physics, chemistry, and biology. (SLD)

ED 365 679 TM 020 706

Ediger, Marlow
Evaluation of Pupil Achievement.
PUB DATE- 93
NOTE- 31p.; Updates ED 266 150.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Check Lists; Conferences; Criteria; Diaries; Educational Assessment; Educational Philosophy; *Educational Testing; *Elementary Education; Essay Tests; *Evaluation Methods; Objective Tests; Problem Solving; Rating Scales; Self Evaluation (Individuals); Sociometric Techniques; Standardized Tests; *Student Evaluation; Teacher Made Tests; Work Sample Tests
IDENTIFIERS- Anecdotal Records; *Measurement Driven Instruction; Sociometric Test

Because not all approaches to evaluating the achievement of elementary school students evaluate the same facets of development, a variety of evaluation devices must be used to assess learners intellectually, socially, emotionally, and physically. The following approaches are discussed as ways of student evaluation: (1) work samples; (2) checklists; (3) rating scales; (4) sociometric devices; (5) conferences with students; (6) diary entries; (7) anecdotal records; (8) teacher-made tests; (9) essay tests; (10) true-false test items; (11) multiple choice items; (12) matching items; (13) completion items; (14) standardized tests; and (15) self-evaluation by the teacher about teaching quality. Since a variety of approaches are used, different philosophies of education are encountered, including measurement-driven instruction, and problem-solving methods. In any case, teachers need quality, open-ended criteria to appraise student decisions. (Contains 39 references.) (SLD)

ED 365 680 TM 020 824

Curry, Janice
Faculty/Staff Recruitment Report, Calendar Year 1992. Publication Number 92.10.
PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Black Teachers; Elementary School Teachers; Elementary Secondary Education; Employment Patterns; *Ethnic Groups; *Faculty Integration; Graphs; Minority Group Teachers; Personnel Data; Public Schools; *Racial Composition; Racially Balanced Schools; *School Statistics; Secondary School Teachers; Tables (Data); *Teacher Recruitment; Teacher Supply and Demand; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Hispanic American Teachers

The Board of Trustees of the Austin (Texas) Independent School

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Disadvantaged Youth; *Dropout Prevention; Dropout Programs; Environmental Research; Environmental Standards; *High Risk Students; High Schools; High School Students; Mentors; Minority Group Children; *Peer Teaching; Role Models; School Districts; Student Projects; *Tutoring; Urban Schools; Water Pollution; *Water Quality; White Students
IDENTIFIERS- *Austin Independent School District TX; *Austin Youth River Watch Program TX; Hispanic American Students

The City of Austin (Texas) provides funds for an educational initiative to involve minority high school students in water quality issues and to reduce the dropout rate through positive role model interaction with academically successful students. Principal program activities were testing river water for pollutants and tutoring at-risk students by student mentors. Both trainees and mentors are paid for their time spent testing water and in conducting tutoring sessions. The program recruited and trained 32 high school students (19 males and 13 females) and included 10 mentors (5 males and 5 females). There were 16 Hispanic, 10 African American, 2 White, and 3 other students. Full information is available for 27 of these students. Compared to all district high school students, fewer of the participants dropped out of school than predicted, and none were recommended to be retained at their 1992-93 grade level. The program appears to have a positive effect on academic achievement, and students generally thought it had helped them learn more about science and mathematics. In addition, three potentially harmful or costly leaks in the city's water system were detected. Program continuation is recommended, with some suggestions for expansion and improvement. Fourteen figures illustrate study findings. (Contains two references.) (SLD)

ED 365 699 TM 020 884

Koretz, Daniel; And Others
Can Portfolios Assess Student Performance and Influence Instruction? The 1991-92 Vermont Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Change; Educational Practices; Elementary Education; Formative Evaluation; *Mathematics; *Portfolios (Background Materials); Program Evaluation; Program Implementation; Scoring; *State Programs; *Testing Programs; Test Reliability; Test Validity; *Writing Evaluation
IDENTIFIERS- *Performance Based Evaluation; *Vermont

The results of an evaluation of Vermont's statewide assessment initiative are presented, with information about the implementation of the program, its effects on educational practice, the analytic challenge presented by the portfolio scoring process, the reliability and validity of portfolio scores, and the tensions between assessment and instructional reform. Under development since 1988, the program was first

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *Construct Validity; *Education Majors; Elementary Secondary Education; Factor Analysis; Higher Education; Likert Scales; *Measures (Individuals); Teacher Attitudes; Teacher Education; *Teacher Motivation; *Teachers; Test Construction
IDENTIFIERS- Orthogonal Comparison

Many studies of the reasons people select teaching as a career have used quantitative instruments featuring a checklist of reasons one might enter teaching to which subjects respond using a checklist or a continuously scaled Likert format. In this study, results of an effort to establish the construct validity of such an instrument are reported. A 58-item instrument was developed based on previous instruments and on ideas germane to theories of career motivation found in the literature. The items were initially categorized according to eight career-motivation orientations found in the literature. The subjects (n=255) included both teacher education students and inservice teachers. Responses were factor analyzed using both oblique and orthogonal rotations. Several factor solutions were attempted, and a six-factor orthogonal solution deemed the most interpretable. The eight proposed motivational orientations were roughly evident in the interpreted factors. Suggestions as to how the instrument may be substantively applied in teacher education research are offered. An appendix lists the items in the instrument. (Contains 10 references.) (Author/SLD)

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ED 365 720 TM 020 936

Johnson, Colleen Cook
The Effects of Violation of Data Set Assumptions when Using the Oneway, Fixed Effects Analysis of Variance and the One Concomitant Analysis of Covariance Statistical Procedures.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Comparative Analysis; Computer Simulation; Monte Carlo Methods; Reliability; *Research Design; *Sample Size; *Sampling; Statistical Distributions
IDENTIFIERS- *Balanced Designs; *Violation of Assumptions

The purpose of this study is to help define the precise nature and limits of the tolerable range in which a researcher may be relatively confident about the statistical validity of his or her research findings, focusing specifically on the statistical validity of results when violating the assumptions associated with the one-way, fixed-effects analysis of variance (ANOVA) and one concomitant analysis of covariance (ANCOVA) statistical procedure. Methodological and data set statistical assumptions that must be met for ANOVA and ANCOVA are discussed. Research results were obtained from an exploratory study of the effects for admission to programs in California's community college and university system. Test materials and data from the January 1989 grade 12 Alberta (Canada) Diploma Examination in biology were used. A quantitative analysis was made of the relative information about the student's proficiency in biology that is conveyed by the multiple-choice and open-ended items in the Alberta test. An item factor analysis carried out on the full sample of 8,113 examinees revealed the test to be highly unidimensional. A random sample of 2,000 cases was subjected to item response theoretic information analysis. Results suggest that the multiple-choice section has very high reliability and further suggest that one of the open-ended items conveys, on the average, about the same information as four multiple-choice items. The relatively greater efficiency of the multiple-choice items does not, however, imply that they should be used exclusively in measuring science achievement. The implications of the Alberta test for the construction of open-ended questions for the Golden State examination are discussed. Four figures and two tables present results from the test analyses. An appendix contains nine examples of open-ended problems with scoring information. (Contains four references.) (SLD)

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ED 365 739 UD 029 286

Second Step: A Violence-Prevention Curriculum. Preschool-Kindergarten (Ages 4-6). Teacher's Guide.
PUB DATE- 91
NOTE- 130p.; For the other guides in this series, see UD 029 287-289.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Patterns; Empathy; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Preschool Children; *Preschool Curriculum; Preschool Education; Prevention; Primary Education; Self Control; Social Cognition; Student Behavior; Teaching Guides; *Training; *Violence
IDENTIFIERS- *Risk Reduction; *Second Step Violence Prevention Program; Tolerance; Victimization

"Second Step" for preschoolers and kindergartners is a curriculum kit designed to reduce impulsive and aggressive behavior in young children and to increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. The kit, which is part of a series that includes curricula for grades 1-3, 4-5, and 6-8, can be integrated into early childhood programs and is a companion to the "Talking About Touching Early Childhood Kit," a personal safety curriculum. While personal safety curricula teach children not to be victims, Second Step teaches how not to become a victimizer, a "second step" in primary prevention. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. Each lesson consists of a coded 11" x 17" photo card with a story and discussion questions. Role play is encouraged, and tapes and a video are available to reinforce concepts. Empathy training, impulse control, and anger management are fostered through teaching strategies that reduce social bias and promote recognition of the different feelings and needs of others. Implementing the curriculum and handling inquiry process. (Contains over 150 references.) (GLR)

ED 365 759 UD 029 655

Rosenheim, Margaret K., Ed.; Testa, Mark F., Ed.
Early Parenthood and Coming of Age in the 1990s.
PUB DATE- 92
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; *Blacks; *Child Rearing; Cultural Differences; *Early Parenthood; *Economically Disadvantaged; Ethnic Groups; Ethnic Stereotypes; Foreign Countries; Low Income Groups; Policy Formation; Pregnancy; *Public Policy; Sexuality; Social Problems; Social Structure
IDENTIFIERS- African Americans; Korea; Sweden; United States

This book examines how early parenthood differs historically, cross-nationally (in Korea and Sweden), and by class, race, and age in the United States. Contributors discuss how consequential is early parenthood for the future social and economic well-being of parents and children, whether postponing childbearing beyond the teenage years would substantially improve infant survival rates, and the realities of early parenthood compared to the stereotypes. The following chapters are provided: (1) "Adolescent Pregnancy and Parenthood" (Beatrix A. Hamburg and Sandra Lee Dixon); (2) "Adolescent Sexuality, Pregnancy, and Child Rearing: Developmental Perspectives" (Anne C. Petersen and Lisa J. Crockett); (3) "Adolescent Pregnancy and Parenthood in the Transition to Adulthood" (Andrew M. Boxer); (4) "Early Childbearing Patterns among African Americans: A Socio-Historical Perspective" (Donna L. Franklin); (5) "The Social Context of Teenage Pregnancy and Parenting in the Black Community: Implications for Public Policy" (Jewelle Taylor Gibbs); (6) "Racial and Ethnic Variation in the Early Life Course of Adolescent Welfare Mothers" (Mark F. Testa); (7) "The Next Generation: The Children of Teenage Mothers Grow Up" (Frank F. Furstenberg, Jr., Mary Elizabeth Hughes, and Jeanne Brooks-Gunn); (8) "Historical Perspectives on Adolescent Pregnancy" (Maris A. Vinovskis); (9) "The Jurisprudence of Teenage Pregnancy" (Franklin E. Zimring); (10) "Teen Pregnancy and the Dilemmas of Social Policymaking" (Evelyn Z. Brodkin); (11) "Teenage Pregnancy and Premarital Childbirth in Korea: Issues and Concerns" (Kyu-taik Sung); (12) "Early Phases of Family Formation in Contemporary Sweden" (Britta Hoem); and (13) "Teenage Parenthood: Policies and Perspectives" (Margaret K. Rosenheim). (Contains 4 figures, 12 tables, and over 400 references.) (GLR)

ED 365 760 UD 029 657

Hill, Paul T.
Urban Education. Reprints.
PUB DATE- 93
NOTE- 30p.; Reprinted from "Urban American," Steinbert, James B., Ed.; And Others. 1992. p.127-151.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Economically Disadvantaged; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Governance; *Inner

Sri Lankan Programme. Education Division Document, No. 40.
PUB DATE- Jul 88
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; *Distance Education; Education Courses; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Inservice Teacher Education; Postsecondary Education; Program Development; *Program Evaluation; *Teaching (Occupation)
IDENTIFIERS- *Nondegreed Teachers; *Sri Lanka

This report describes the development process of a distance education program in Sri Lanka run by the Institute of Distance Education for nongraduate teachers inservice, and presents results of the program's evaluation. Two teacher education courses--an elementary education course and a combined science/mathematics course--were offered. The courses ran for 3 years. The overall aims of the evaluation were to assess the performance of program participants, to evaluate the internal efficiency of the program, and to make recommendations concerning its future. The evaluation was carried out by two Swedish consultants, who were responsible for the bulk of the training, and one Sri Lankan. Data were collected through a survey of course graduates, classroom observation of teaching practices, and interviews with relevant officials and program staff. Results suggest that the distance program is functioning well and has become established among Sri Lankan teachers and educators as an acceptable mode of delivery for teacher education, and that the market for the program will exist into the foreseeble future. Appendixes provide evaluation methodology and a listing of interviewees. (Contains approximately 30 references.) (LL)

ED 365 624 SP 034 787

Caruso, Joseph J.; And Others
Keeping Professional Company: Individual, Group and Collaborative Supervision in a Student Teaching Practicum. A Preliminary Study.
PUB DATE- Apr 93
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Cooperating Teachers; Cooperation; Cooperative Planning; Elementary Education; Higher Education; Lesson Observation Criteria; Peer Evaluation; Peer Influence; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Teacher Supervision; Teaching Experience

The study described in this report examined an attempt to reshape student teacher supervision during the practicum experience by adding a more collaborative dimension. Its purpose was to assess the impact of combination supervision (individual, group, collaborative) on the development of student teachers' perceptions of themselves as teachers, of practice teaching, and of the importance of significant others in the supervisory process; and of their ability to plan for and analyze teaching. The sample consisted of eight early childhood and elementary

*Interpersonal Relationship; *Motivation Techniques; Parent Responsibility; Parent Role; Student Attitudes; Student Motivation; Technological Advancement
IDENTIFIERS- *Japan; Japanese Education Today; Reform Efforts; *United States

When Japanese education is considered from a Western perspective, the stereotypical image seems to be that of a rigid, achievement-oriented, and traditional system, producing technologically-focused human beings. This presentation focuses on the human and cultural dimensions of Japanese society and on how Japanese children are motivated to achieve and surpass their American counterparts. A framework is provided for examining: (1) the complex cultural collaborations or interrelationships that exist in Japan among parents, schools, and society; (2) the society's cultural and philosophical bases, specifically, that human beings are a single, harmonious physical and mental unit defined by relationships with others (in contrast to the private, objective, individualistic values of the West); (3) the strong Japanese national identity which is reinforced by fundamental philosophic and moral principles and ethics; (4) the traditional role of the mother and her responsibilities as the main source of influence in the family; (5) the relationship between education and occupation; (6) the course of study in elementary schools; (7) the highly competitive entrance examinations required for a student to enter a high school or university; and (8) the nature of reform efforts in Japanese schools. (LL)

ED 365 643 SP 034 919

Romance, Nancy; Vitale, Michael R.
Evolution of a 5-Year Action Research Project: Results and Implications for Empowering School Improvement. Short Paper.
PUB DATE- Apr 93
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Apprenticeships; College School Cooperation; *Educational Researchers; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mentors; Secondary School Teachers; Teacher Attitudes
IDENTIFIERS- Collaborative Research; Teacher Empowerment; *Teacher Researcher Relationship; *Teacher Researchers

This paper presents an overview of the findings and implications of an ongoing 5-year collaborative action research project conducted by university faculty and classroom teachers in a large urban school district in the southeastern United States. Based on the premise that participation in research empowers teachers to take action to improve schools, the project both supports and encourages the involvement of practicing classroom teachers in research projects. The document provides a framework for examining: (1) the development of a teacher-mentor model that offers a foundation for school improvement by enhancing teachers' research interests; and (2) the capability of teachers to conduct and do research (an analysis of requirements). A prototype model for developing the capability of teachers to do research is described. The model advocates some form of apprenticeship and focuses on the means through which a collegial relationship (teacher-researcher) can evolve

Involvement (Research); *Reform Efforts; *Teachers Teaching Teachers

The Practitioner Center, an innovation which provides a vehicle for a transactional approach to teacher growth and professional development, incorporates the concept of peer leadership with "teachers teaching teachers" and teachers acting as coaches. The organizers of the practitioner center decided on a 5-part format which is covered in an intensive 3-day workshop developed by the Los Angeles Unified School District (California) to inform interdisciplinary team organizations from various middle schools. The five parts include: expanding the knowledge base and rationale for middle school reform; the teaming process; Cooperative Literacy (which provides a management and instructional protocol for implementing more active collaborative and cooperative learning); integrating the disciplines; and assessment. To accumulate some data reflecting the degree of implementation of reform ideas presented through the training, a follow-up survey was mailed to 182 participants. Returns yielded a sample size of 60. Response analysis suggests indicators of trends regarding areas toward which teachers are able to move as they confront the middle school reform issue at their own schools. A copy of the survey is included in the body of the paper. (LL)

ED 365 662 SP 034 958

Huber, Richard A.; And Others
Prisoners or Volunteers: Developing Mutual Respect in the Elementary Science Classroom.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Classroom Techniques; Comparative Analysis; Cooperative Learning; Education Majors; Elementary Education; Elementary School Science; Higher Education; Learning Strategies; *Methods Courses; Preservice Teacher Education; *Student Attitudes; *Teacher Educators; Teacher Student Relationship; *Teaching Models
IDENTIFIERS- *Preservice Teachers; *Respect

This study was conducted to investigate how teacher educators might help preservice teachers enrolled in a science methods course understand the need for mutual respect rather than coercion between pupil and teacher in an elementary classroom. An evaluation instrument was developed that consisted of a pre and post open-ended response to a quotation from Albert Einstein in which he stated that the worst thing for teachers to do is to use fear, force, and artificial authority. An experimental group (N=19), randomly divided into 3 sections, received a one-period lesson in cooperative learning. Each group of students was assigned one of three situations to analyze and write about: (1) five practices used by guards to manage the prison population; (2) five ways in which community volunteers are probably treated to encourage continuance of their efforts; and (3) five characteristics of a favorite teacher from public school years. The control group (N=20) did not participate in the lesson. Results show no significant difference in post-test scores between treatment and control groups. Some attitudinal change did occur over the course of the semester, but it was considered to be more a function of modeling and explaining by the instructor than the result of a single lesson. (Author/LL)

District (AISD) has set a goal of recruiting and promoting professionals and administrators to achieve a match between local and statewide ethnic percentages. Target percentages are derived from the most recent statewide percentages from the Texas Education Agency of professionals and administrators in the Texas public education work force. Compared to statewide percentages, the AISD employed in 1992: (1) 1.2 times as many Black teachers; (2) 1.4 times as many Hispanic teachers; (3) 2.2 times as many Black administrators; and (4) 1.4 times as many Hispanic administrators. For both Hispanics and Blacks, the AISD employed higher percentages of teachers and administrators than the available education work force in Texas or the country as a whole. Recruitment of minorities from the pool of new teachers will remain difficult for the AISD because the applicant pool is limited. Twelve figures and 10 attachments (in table form) provide information about teacher supply and demand. (Contains 12 references.) (SLD)

ED 365 681 TM 020 825

Wilkinson, David; And Others
What Works, and Can We Afford It? Program Effectiveness in AISD, 1991-92. Publication Number 91.43.
PUB DATE- May 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; Class Size; Compensatory Education; *Cost Effectiveness; *Dropout Prevention; Early Intervention; Elementary Secondary Education; Enrichment Activities; Evaluation Methods; Measurement Techniques; *Program Effectiveness; Program Evaluation; Remedial Instruction; *School Districts; School District Spending; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX

This report presents information on the effectiveness, including cost effectiveness, of many programs of the Austin (Texas) Independent School District (AISD). In 1991-92, the AISD Office of Research and Evaluation (ORE) reviewed 85 programs or program components. Cost effectiveness was calculated for 18 programs using an achievement effect measure and for 16 programs using a dropout prevention effect measure. Most evaluated programs were rated as effective. In general, the programs showing the highest achievement gains for students tend to be programs that offer students enriching experiences in addition to the regular curriculum. Most have a relatively high initial cost, but once in place, their per-pupil costs are relatively low. A common feature for successful dropout programs is that they provide students with individual attention or the possibility of flexibility in class schedules and enrichment. These findings are in keeping with other conclusions that the ORE has drawn over the years, such as the fact that students with an opportunity to learn will learn, and that a limited number of people need to be responsible for a student's learning. Early intervention is recognized as preferable to later remediation. In addition, it has been shown that smaller class sizes produce greater learning only through grade 1. One summary table, three tables of program data, and three tables of example data complement the discussion. (Contains 12 references.) (SLD)

ED 365 682 TM 020 826

implemented statewide in the 1991-92 school year for mathematics and writing in grades 4 and 8. Information about implementation and impact was gathered from teachers and principals. The experience of the Vermont portfolio program to date suggests the need for patience, moderate expectations, and ongoing formative evaluation. Neither of the basic goals of the program, to use complex performance to measure student performance and to use a performance-assessment program to spur instructional improvement, can be met easily or quickly. The Vermont experience illustrates the tension between these goals and the need to make difficult trade-offs in compromising. Four appendixes discuss reader biases and the generalizability of mathematics and writing data, and they present a scoring sheet. Twenty-six figures and 51 tables present evaluation data. (Contains 19 references.) (SLD)

ED 365 700 TM 020 885

Hussar, William J.
Projections of Education Statistics to 2004. Pocket Projections.
PUB DATE- Oct 93
NOTE- 13p.; For the full report, see ED 363 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Degrees (Academic); *Educational Trends; Elementary School Teachers; Elementary Secondary Education; *Enrollment Projections; Expenditures; *Futures (of Society); Higher Education; *High School Graduates; *National Surveys; Population Trends; *School Statistics; Secondary School Teachers; Tables (Data); Teacher Student Ratio; Trend Analysis

"Pocket Projections" gives a sampling of what has happened in education in the last decade and what will happen in education over the next decade. In tabular form data are given for the following topics: (1) projected population; (2) elementary school and secondary school enrollment; (3) high school graduates; (4) classroom teachers; (5) pupil/teacher ratios; (6) expenditures; (7) higher education enrollment; (8) earned degrees; and (9) higher education expenditures. The figures are derived from data from the National Center for Education Statistics and the Census. The complete book "Projections of Education Statistics to 2004" provides additional information in these areas with supplemental tables. Ordering information for the complete report is included in this booklet. (SLD)

ED 365 701 TM 020 886

Persistence and Attainment in Postsecondary Education for Beginning AY 1989-90 Students as of Spring 1992. Beginning Postsecondary Students Longitudinal Study 1992 Followup (BPS: 90/92). E.D. TABS.
PUB DATE- Nov 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Black Students; Cohort Analysis; *College Students; *Educational Attainment; *Enrollment; Females; Followup Studies; Higher Education; Males; *National Surveys; Public Colleges; School Holding

of single and compound violations of the mathematical conditions (assumptions) underlying use of ANOVA and ANCOVA through Monte Carlo methods using randomly created data for a mathematical simulation (665 data set conditions). For all of the analyses, comparisons were made between the empirical F sampling distributions and the theoretical (i.e., nominal) F distributions expected when one uses normal theory. For balanced designs, the ANOVA and ANCOVA F tests were found to be remarkably robust when faced with most of the violations in the simulation. Research does reaffirm that ANOVA and ANCOVA should be avoided when group sizes are not equal. Specific recommendations are made for checking the ratio of largest to smallest group variances. (Contains 29 references.) (SLD)

ED 365 721 TM 020 943

Daniel, Thomas Dyson
A Statistical Power Analysis of the Quantitative Techniques Used in the "Journal of Research in Music Education," 1987 through 1991.
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Estimation (Mathematics); *Music Education; Nonparametric Statistics; *Research Design; Research Methodology; *Sample Size; Sampling
IDENTIFIERS- A Priori Tests; *Journal of Research in Music Education; *Power (Statistics)

Statistical power in music education was examined by taking an in-depth look at quantitative articles published in the "Journal of Research in Music Education" between 1987 and 1991, inclusive. Of the 109 articles of the period, 78 were quantitative, with both parametric and nonparametric procedures considered. Sample sizes were those reported by the authors. Effect sizes were estimated according to the guidelines developed by J. Cohen (1988), and his power analysis tables were used. The overall median power for the articles was 0.13 for detecting small effects, 0.64 for detecting medium effects, and 0.97 for detecting large effects. Implications of these findings, limitations of the study, and suggestions for future music-education research are discussed. In general, more attention should be placed on a priori power analyses of research designs. Adequate sample sizes should be chosen and a greater understanding and application of the concept of effect size is needed in music education research. Six tables are included. (Contains 18 references.) (SLD)

ED 365 722 TM 020 948

O'Connell, Ann Aileen
Investigating the Relationship between Conceptual and Procedural Errors in the Domain of Probability Problem-Solving.
PUB DATE- Nov 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

disclosure and reporting are discussed. Puppet scripts and take-home letters for parents are included. An appendix lists 142 books and resources for children and 11 picture sets and games, as well as additional activities and picture cards for discussion depicting several ethnic groups. (Contains 101 references.) (SLD)

ED 365 740 UD 029 287

Second Step: A Violence-Prevention Curriculum. Grades 1-3, Second Edition. Teacher's Guide.
PUB DATE- 89
NOTE- 96p.; For the other guides in this series, see UD 029 286-289.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; *Elementary School Curriculum; Elementary School Students; Empathy; Grade 1; Grade 2; Grade 3; *Interpersonal Competence; *Prevention; Primary Education; Self Control; Social Cognition; Student Behavior; Teaching Guides; *Training; *Violence
IDENTIFIERS- *Risk Reduction; *Second Step Violence Prevention Program; Tolerance; Victimization

"Second Step," grades 1-3 is a curriculum designed to reduce impulsive and aggressive behavior in children aged 6 through 9 years, and increase their levels of social competence by teaching skills in empathy, impulse control, and anger management. This curriculum is part of the "Second Step" series which includes curricula for preschool/kindergarten and grades 4-5 and 6-8. It can be easily integrated into primary grade programs and is a companion to "Talking About Touching," a personal safety curriculum. While personal safety curricula teach children not to be victims, "Second Step" teaches them not to be victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains three units, one each on empathy training, impulse control, and anger management, and lessons include training in accepting and valuing differences. The curriculum makes available tools that have proven effective in teaching prosocial behavior to elementary school children. Take-home letters for parents describing class activities are included. Each lesson consists of a coded, 11" x 17" photo card accompanied by a story with discussion questions. Tapes and a video are available to complement these activities. An appendix lists an annotated bibliography of 76 children's books; books lesson-by-lesson; 45 resources for parents and teacher; additional activities; a guide to feelings; problem solving materials; anger management materials; and a lesson presentation evaluation. (Contains 43 references.) (SLD)

ED 365 741 UD 029 288

Second Step: A Violence-Prevention Curriculum. Grades 4-5, Second Edition. Teacher's Guide.
PUB DATE- 92
NOTE- 89p.; For the other guides in this series, see UD 029 286-289.
LANGUAGE- English

City; Minority Groups; *Problems; *Public Schools; *Urban Education; Urban Problems; Urban Youth

This document addresses the difficulties of urban education, particularly relating to inner cities that contain immigrant and minority students, and argues that schools contribute to the problems of today's urban youth and that schools must do a better job of educating students. It recognizes that schools are burdened by the urban environment but contends that the public cannot wait to change schools until other problems are solved. It grants that someone must address problems, such as poor student health and family instability, but argues that educators have enough to worry about in their own backyards. Better schools will not solve all the problems of American cities, but they are definitely part of the solution. Further, the document argues that: (1) bad public schools are making their own distinct contributions to the problems of cities, (2) there is a substantial consensus among educators and parents about how schools can be made to work for disadvantaged and minority students in the big cities, (3) better inner-city schools are unlikely given today's methods of financing and governance, and (4) better schools are possible in the inner city but only if efforts are made to make a major change in what is meant by a public school. (Contains 19 references.) (GLR)

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ED 365 761 UD 029 659

Wattenberg, Esther; And Others
Learning To Sing from the Same Sheet of Music: A Study of Family Preservation Integration Projects for High-Risk, School-Age Children and Their Families in Minnesota.
SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Child Welfare; Elementary School Students; Elementary Secondary Education; Family Environment; Family Problems; *Family Programs; *High Risk Students; *Integrated Activities; Placement; Program Effectiveness; Program Evaluation; Secondary School Students; *Social Services; Standards; Telephone Surveys
IDENTIFIERS- *Family Preservation Services; Focus Groups Approach; Minnesota

This study of family preservation projects was initiated in order to have a clearer understanding of the ways in which local agencies collaborate to help families maintain a nurturing home and avoid out-of-home placement for children, and how school-age children are helped to remain in their homes and communities. An attempt to identify projects entered into by county social service agencies in Minnesota on behalf of school-age children through interagency agreements received 45 responses. Thirty-one that had been implemented for at least 6 months were selected. After telephone interviews with representatives of these projects, seven were selected for on-site focus group discussions. The evidence from this study indicates that families benefit from a more coherent approach to providing services. Although the number of agencies with which families interacted was not reduced, families often received more services in a more coordinated fashion. It has been difficult for the agencies to form these projects in the face of different eligibility standards for reimbursement and student teachers, eight cooperating teachers, and two college supervisors. The supervisors worked collaboratively with each other, and they engaged in individual and group clinical supervision of the student teachers. The student teachers did peer supervision in teams of four. The cooperating teachers supervised the student teachers in traditional fashion. Findings indicated that student teachers found the supervisory role of their peers to be significantly more important than the researchers had anticipated; that their ability to critique classroom instruction increased; and that their ability to plan lessons did not significantly improve. While the results of this research are viewed as tentative, there appear to be suggestive evidence to warrant further study. (Contains 28 references.) (LL)

ED 365 625 SP 034 866

The Healthy Hare Family Coloring and Activity Book: Grades Kindergarten-3.
PUB DATE- May 91
NOTE- 20p.; For other booklets in the series, see SP 034 867-870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Enrichment Activities; *Health Activities; *Health Education; Health Materials; *Health Promotion; Learning Activities; Primary Education; Workbooks
IDENTIFIERS- Coloring Books

This activity and coloring booklet has been designed to supplement health lessons for primary grades students. Some of the activities are quite simple and require very little instruction and direction, while others are more difficult and require careful explanation prior to completion. The level of difficulty of the activities is varied in order to create both simple and challenging instruction for the students. The level of reading for some of the activities is a little more difficult due to the nature of the concepts that are being taught. This publication introduces the "Healthy Hare Family" and provides activities based on what they do in order to be healthy. The following topics are addressed: health promotion, germs, immunization, safety, the school nurse, emergencies, fitness, alcohol and drugs, nutrition, safety belts, smoking, environment, dental care, heart disease and cancer, and rest. Activities include reading and coloring exercises, follow the dots, tracing, printing, drawing, and matching exercises. Materials in this activity book may be reproduced as needed. (LL)

ED 365 626 SP 034 867

Personal Care and the Healthy Hare Family Coloring and Activity Book for Grades 2-3.
PUB DATE- May 91
NOTE- 19p.; For other booklets in the series, see SP 034 866-870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Enrichment Activities; Grade 2; Grade 3; *Health

into a type of apprenticeship relationship (apprentice-mentor) through which teachers can pursue the substantive knowledge and research tools they need to become colleagues as practicing researchers in the field of science education. (LL)

ED 365 644 SP 034 929

Admission to Faculties of Education in Canada: What You Need To Know.
PUB DATE- Sep 93
NOTE- 90p.; Published also in French under the title "Criteres d'admission dans les facultes d'education du Canada: Ce qu'il faut savior."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- *Admission Criteria; Admissions Officers; *College Admission; College Applicants; Elementary Secondary Education; Foreign Countries; Higher Education; *Prerequisites; Program Guides; *Schools of Education; Secondary Education; Selective Admission; Student Characteristics; Student Experience; *Teacher Education Programs
IDENTIFIERS- *Canada

This guide describes the admission criteria utilized by faculties of education in 50 postsecondary institutions in Canada, arranged by province. For each entry the following information is provided: a listing of the teacher education programs, selection requirements and procedures for various types of degree programs; statistics on 1992-93 applications for admission; 1993-94 student intake quota; other programs; and address for inquiries. Since most faculties of education (62 percent) consider a combination of academic and personal factors for admission, the personal characteristics and type of work experience they seek in their students, along with details of the interview process, are listed where applicable. (LL)

ED 365 645 SP 034 931

Kemp, Leroy
Encouraging Preservice Teachers To Understand Student Diversity: Pedagogical and Methodological Conditions.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; *Cultural Pluralism; Elementary Secondary Education; Higher Education; Multicultural Education; Preservice Teacher Education; Public Schools; *Student Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; *Values Clarification
IDENTIFIERS- *Diversity (Student); *Preservice Teachers

Studies have shown that preservice teachers do modify their knowledge and value dispositions for teaching culturally diverse student populations. Continuing this line of research, this study focuses on pedagogical and methodological conditions in the education of preservice teachers. A class of preservice teachers was assigned to various public schools to observe how issues of cultural diversity were handled. They were asked to reflect on their observations, write an analysis for presentation and discussion, and determine how these observations would influence their future teaching behavior.

ED 365 663 SP 034 959

Billesoe, Per, Ed.
Order on the Training of Teachers for the Danish Folkeskole.
Order No. 261 of 15 April 1992.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Curriculum Design; *Educational Legislation; Education Courses; Elective Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Program Content; Program Evaluation; Program Implementation; Required Courses; Student Evaluation; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Denmark; *Folkeskole

This order presents regulations on the teacher training requirements for the Danish Folkeskole (municipal primary and lower secondary school). The document is organized into seven chapters. Chapter 1 presents the 4-year program's objectives: to provide preservice teachers with subject-related and pedagogical insights; to train them to cooperate, plan, conduct, and evaluate teaching; and to encourage students to feel committed to and take pleasure from teaching. Chapter 2 addresses program content, both in terms of subjects and subject areas. Chapter 3 deals with optional courses including the teaching of adults. Chapter 4 lists 24 individual subjects and subject areas. Chapter 5, on assessment, indicates that coursework is to be completed by examinations which may be oral, written, or a combination, and that practice teaching shall be completed by an assessment of the student's teaching proficiency. Chapter 6 includes detailed regulations with respect to the curriculum. Chapter 7 gives details on enforcement dates of this order and on the force of the regulations with regard to students who are already in their teacher education program. (LL)

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ED 365 664 SP 034 960

Wenzlaff, Terri
Performance Based Education: How One District Handled State Mandates.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Curriculum Design; Elementary Secondary Education; *Learning Strategies; *Outcomes of Education; Program Development; School Districts; Skill Development; *State Standards; Student Evaluation; *Student Reaction; Teacher Attitudes; Test Construction
IDENTIFIERS- North Dakota; *Outcome Based Education; *Performance Based Evaluation

When the North Dakota State Department of Education mandated new guidelines for accreditation, each school district in the state was required to develop and implement student performance standards and measurements for every curricular area. This paper describes one district's approach to developing a performance assessment program. Teacher committees in each school identified exit outcomes reflecting student expectations upon graduation. Outcome was defined as the demonstration of

Mittelholtz, David J.; Noble, Julie P.
The Validity of Evaluation/Survey Service Survey Instruments for Reflecting Institutional Change.
PUB DATE- Aug 93
NOTE- 73p.; Contains thin, light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Comparative Testing; *Educational Change; Higher Education; Institutional Characteristics; Predictive Measurement; *Research Methodology; Sample Size; *Student Attitudes; *Surveys; *Test Validity; Withdrawal (Education)
IDENTIFIERS- ACT Adult Learner Needs Assessment; *ACT Evaluation Survey Service; ACT Survey of Academic Advising; ACT Withdrawing Nonreturning Student Surv; Entering Student Survey; Student Opinion Survey

The two studies reported examined the validity of several Evaluation/Survey Service (ESS) surveys for accurately reflecting changes in students' perceptions resulting from changes made by an institution in its policies, programs, services, or environment. In study 1, personnel from nine postsecondary institutions identified items on various ESS surveys for which student responses were expected to change as a result of changes made by the institution since the last survey administration. Actual changes were compared to projected changes, and mean student responses were compared for different administrations of a survey. In study 2, changes in mean student responses were identified for two or more administrations, and personnel were asked to provide explanations for these changes. Overall, the two studies strongly support the validity of the following three ESS instruments for reflecting changes in students' perceptions over time: (1) the Student Opinion Survey (4-year); (2) the Survey of Academic Advising; and (3) the Withdrawing/Nonreturning Student Survey. Three other ESS surveys received less support, perhaps because of the smaller sample sizes associated with these surveys. Four tables present response data. Six appendixes present additional information about study methodology, including cover letters and survey forms, and responses. (Contains 12 references.) (Author/SLD)

ED 365 683 TM 020 827

Oklahoma School Testing Program: Writing Assessment Component. 1992 Summary Report. Stanford Writing Assessment Program for Grades 7 and 10.
PUB DATE- 25 Jun 92
NOTE- 198p.; For the 1989 and 1993 reports, see ED 315 456 and TM 020 828.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Comparative Testing; Educational Trends; Grade 7; Grade 10; Holistic Evaluation; National Norms; Norm Referenced Tests; School Districts; *Scoring; Secondary Education; Secondary School Students; Standardized Tests; *State Programs; Testing Programs; *Test Results; Trend Analysis; Writing (Composition); *Writing Tests
IDENTIFIERS- Oklahoma; *Oklahoma School Testing Program; *Stanford Writing Assessment Program

This report provides an overview of the Oklahoma School Testing

Power; School Surveys; Sex Differences; Student Attrition; Tables (Data); White Students
IDENTIFIERS- American Indian Students; Asian American Students; *Beginning Postsecondary Students Long Study; Hispanic American Students; Pacific Islanders

The Beginning Postsecondary Students (BPS) study followed a group of students who began their postsecondary education in the 1989-90 academic year. The follow-up in the spring of 1992 explored the persistence and degree attainment of these beginners (approximately 10,600 students). As expected, many initially enrolled for programs of less than 4 years were no longer enrolled, but about two-thirds of beginners in four-year institutions were still enrolled. First-year dropout rates were higher in public four-year institutions than in private institutions. Females were less likely than males to leave postsecondary education in the first year. Asians were most likely to be still enrolled, at 63 percent, while Whites remained enrolled at 41 percent. Seven tables present information on the persistence and attainment for public and private college students in two-year, less than two-year, and four-year schools that include for-profit and not-for-profit schools. Technical notes discuss sampling and weighting adjustments. (SLD)

ED 365 702 TM 020 887

Geltner, Beverley B.
Integrating Formative Portfolio Assessment, Reflective Practice, and Cognitive Coaching into Preservice Preparation.
PUB DATE- Oct 93
NOTE- 26p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Houston, TX, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Cohort Analysis; Educational Assessment; Educational Practices; Educational Theories; Elementary Secondary Education; Ethnography; *Formative Evaluation; *Graduate Students; Higher Education; Instructional Innovation; Instructional Leadership; Metacognition; *Portfolios (Background Materials); *Professional Development; School Administration; Teacher Education
IDENTIFIERS- *Cognitive Apprenticeships; Oakland University MI; *Reflective Practice

An innovative approach to the preparation of school administrators is described in which instructor and student come together in a learning situation that integrates three core components: (1) formative portfolio assessment; (2) reflective practice; and (3) cognitive apprenticeship. The operation and impact of this approach are illustrated through its implementation in a graduate administrator preparation program at Oakland University in Rochester (Michigan) involving 17 students in 3 cohort teams. Qualitative ethnographic research methods were used to document the experiences of these graduate students in the cognitive coaching process, with a focus on the contents of their formative professional development portfolios and their accompanying reflective papers. Analysis of the data revealed deepening understanding, creation of meaning, and integration of metacognitive analysis, as well as enhanced linkage of theory and practice. Students became more open to exploration of complex problems of practice

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Computation; Correlation; *Graduate Students; Higher Education; *Mathematics Instruction; Matrices; Multivariate Analysis; *Probability; *Problem Solving; Statistics; Teaching Methods
IDENTIFIERS- *Additive Trees

The relationships among types of errors observed during probability problem solving were studied. Subjects were 50 graduate students in an introductory probability and statistics course. Errors were classified as text comprehension, conceptual, procedural, and arithmetic. Canonical correlation analysis was conducted on the frequencies of specific types of procedural and conceptual errors. Variables loading on the first canonical pair suggest that general ability is a factor in successful probability problem solving. Additive trees were fit to the correlation matrix for procedural and conceptual errors, and salient clusters identified on the additive tree provided a visual correspondence to the results of the canonical correlation analysis. Additive trees were also used to investigate the structure of the correlation matrix for errors in all four main categories. Results indicate that difficulties in text comprehension and poor arithmetic skills are responsible for a considerable proportion of observed errors in probability problem-solving. Greater emphasis should be placed on these prerequisite skills, as well as on fostering an appreciation of probability concepts themselves. Suggestions for teaching probability concepts are presented, including a model of normative performance that could be taught in an effort to build more efficient schemas for probability problem solving. Three tables and two figures are included. An appendix summarizes error codes. (Contains 23 references.) (Author/SLD)

ED 365 723          TM 020 949

Martin, Nancy K.; Baldwin, Beatrice
An Examination of the Construct Validity of the Inventory of Classroom Management Style.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attitude Measures; Beliefs; *Classroom Techniques; *Construct Validity; Demography; Discipline; Elementary Secondary Education; Higher Education; Interaction; Item Response Theory; Learning; Likert Scales; Questionnaires; *Teacher Attitudes; *Test Construction; Test Items
IDENTIFIERS- *Confirmatory Factor Analysis; *Inventory of Classroom Management Styles

Confirmatory factor analysis was used to examine the construct validity of a new instrument measuring perceptions toward classroom management: the Inventory of Classroom Management Style (ICMS). Classroom management was defined as a multifaceted process that includes three broad dimensions: (1) what teachers believe about students as persons; (2) what teachers do to enable students to learn; and (3) what teachers do in terms of discipline. The ICMS was designed to measure these dimensions with 48 Likert items. Beliefs were classified on a continuum that reflects the degree of teacher power over

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Patterns; *Elementary School Curriculum; Elementary School Students; Empathy; Grade 4; Grade 5; Intermediate Grades; *Interpersonal Competence; *Prevention; Self Control; Social Cognition; Student Behavior; Teaching Guides; *Training; *Violence
IDENTIFIERS- *Risk Reduction; *Second Step Violence Prevention Program; Tolerance; Victimization

"Second Step" is a curriculum designed to reduce impulsive and aggressive behavior in children aged 9 through 12 years, increasing their levels of social competence by teaching skills in empathy, impulse control, and anger management. This guide is part of the "Second Step" series, which includes curricula for preschool/kindergarten and grades 1-3 and 6-8. It is a companion to a personal safety curriculum that teaches children not to be victims, and takes a "second step" in primary prevention by teaching children not to become victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains three units, one each on empathy training, impulse control, and anger management and lessons include components on similarities and differences between people, and accepting others. Each lesson consists of a coded, 11" x 17" photo card, a story, and discussion questions. Tapes and a video are available to complement these activities. Take-home letters are included to inform parents about class activities. An appendix contains: (1) a list of 61 children's books; (2) a list of 45 resources, including films; (3) additional activities; (4) a guide to feelings; (5) problem solving techniques; (6) what to do when you are angry; and (7) a lesson presentation evaluation. Contains 43 references. (SLD)

ED 365 742 UD 029 289

Second Step: A Violence-Prevention Curriculum. Grades 6-8.
PUB DATE- 90
NOTE- 128p.; For the other guides in this series, see UD 029 286-288. Transparencies not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; *Elementary School Curriculum; Grade 6; Grade 7; Grade 8; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Prevention; *Social Cognition; Student Behavior; Teaching Guides; *Training; *Violence
IDENTIFIERS- Risk Reduction; *Second Step Violence Prevention Program; Tolerance; Victimization

"Second Step" is a curriculum designed to reduce impulsive and aggressive behavior in children in grades 6 through 8, increasing their levels of social competence through empathy training, interpersonal cognitive problem solving, behavioral social skill training, and anger management. This guide is part of the "Second Step" series, which includes curricula for preschool/kindergarten and grades 1-3 and 4-5. It is a companion to a personal safety curriculum that teaches children competing philosophies of family preservation, but it is apparent that family preservation programs can go some way toward easing the lives of multi-problem families. Appendixes contain interview questions, eight charts of study information, and a prototype program. (SLD)

ED 365 762 UD 029 661

Eddy, Edward D., Ed.; And Others
Imagine... Providence Blueprint for Education. The Report of the PROBE Commission.
PUB DATE- May 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Agenda Setting; Curriculum Evaluation; Educational Attitudes; *Educational Change; Educational Improvement; Educational Planning; Elementary Secondary Education; Parent Attitudes; *Program Development; Public Opinion; School Districts; *School Restructuring; School Surveys; Student Characteristics; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Providence School District RI

The Providence Blueprint for Education study (PROBE) gathered as much information as possible about the status of Providence (Rhode Island) schools, collecting data from parents, teachers, the government, school administrators, and the public to paint a broad picture of the schools and areas for improvement. Information was collected from the following area committees: (1) budget and facilities; (2) students; (3) teachers and curriculum; (4) parents; (5) governance; and (6) the community. The study found a school system confused about priorities, interested in personal rewards, patronage possibilities, or bureaucratic functions. It is argued that, in fact, the only interest group is the young people of Providence. With major changes in attitudes and priorities, a climate for learning can be established that meets the needs of the city's youth. Specific recommendations are made for changes for people and structures. Appendixes present a brief profile of the school system and a school/community report. Eight tables and 25 figures present information about Providence students, staff, and schools. (SLD)

ED 365 763 UD 029 662

State of Utah, Chapter 1: 1990-91 Annual Report.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Black Students; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Graphs; Language Skills; Mathematics Skills; Minority Group Children; *Program Evaluation; Public Schools; Reading Skills; State Surveys; White Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hispanic American Students; *Utah

The primary goal of the federally funded Chapter 1 program is to improve the educational opportunities of educationally deprived

Activities; *Health Education; Health Materials; *Health Promotion; *Hygiene; Learning Activities; Primary Education; Workbooks
IDENTIFIERS- Coloring Books

This activity and coloring booklet has been designed to supplement health lessons for students in grades 2-3. Some of the activities are quite simple and require very little instruction and direction, while others are more difficult and require careful explanation prior to completion. The level of difficulty of the activities is varied in order to create both simple and challenging instruction for the students. The level of reading for some of the activities is a little more difficult due to the nature of the concepts that are being taught. Personal care is described as the habit of taking care of oneself in order to be clean, fresh, and healthy. Activities are provided under the following headings: germs, baths or showers, care of hair, head lice, handwashing, care of face and hands, care of nails, care of teeth, clean clothes, cleanliness, diet, physical fitness and personal care. Activities include coloring and reading exercises and such exercises as drawing, word puzzles, connecting the dots, answering questions, and decoding. Materials may be reproduced as needed. (LL)

ED 365 627 SP 034 868

Personal Safety and the Healthy Hare Family Coloring & Activity Book for Grades 2-3.
PUB DATE- Sep 90
NOTE- 20p.; For other booklets in the series, see SP 034 866-870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Enrichment Activities; Grade 2; Grade 3; *Health Activities; Health Education; Health Materials; *Health Promotion; Learning Activities; Primary Education; *Safety Education; Workbooks
IDENTIFIERS- Coloring Books

This activity and coloring booklet has been designed to supplement health lessons on safety issues for students in grades 2-3. Some of the activities are quite simple and require very little instruction and direction, while others are more difficult and require careful explanation prior to completion. The level of difficulty of the activities is varied in order to create both simple and challenging instruction for the students. The level of reading for some of the activities is a little more difficult due to the nature of the concepts that are being taught. Activities are provided under the following headings: in case of emergency; seat belt safety; bicycle safety; safety rules for walking; backyard safety; water safety; Halloween safety; fire safety; a home fire escape drill; household safety; poison safety; and personal safety. Activities include coloring and reading activities and such exercises as mazes, matching, decoding, and crossword puzzles. The materials may be reproduced as needed. (LL)

ED 365 628 SP 034 869

Health Promotion Activity Book for Grades 4-6.
PUB DATE- Jun 90
NOTE- 27p.; For other booklets in the series, see SP 034 866-870.

The written observations of 10 students were randomly selected for analysis. In general, all 10 students exhibited a basic understanding of cultural diversity. Most indicated an understanding that: (1) in the classroom, more than academics must occur; (2) in order to teach a child, one must understand the realities that students bring to class; (3) the classroom is a training center for how students will function in the larger society; and (4) just as prejudice can be learned, so can cooperation and conflict resolution. It is acknowledged that knowledge of students' cultural diversity cannot be imposed; rather, such knowledge must be experienced. The pedagogical and methodological conditions employed supported this supposition. (Contains 14 references.) (Author/LL)

ED 365 646 SP 034 932

Boberg, A. L.; And Others
Do Alberta's Faculties of Education Graduates Teach in Alberta Schools? Results of a Survey of Recent Graduates of Alberta's Faculties of Education.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- May 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Employment Patterns; Foreign Countries; *Graduate Surveys; Higher Education; *Policy Formation; Secondary School Teachers; Teacher Education Programs; *Teacher Employment; Teacher Placement; Teacher Recruitment; Teacher Retirement; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Alberta

This document reports the results of a survey conducted to determine the employment status of the 1989-90 cohort of graduates from the Faculties of Education of the Province of Alberta. Also under investigation was the proportion of graduates who entered the teaching profession in Alberta immediately upon graduation. Recent projections of teacher supply and demand in Alberta indicate that there is likely to be an increasing demand for teachers generally and in certain subject specialties in particular. A sample of 618 Bachelor of Education graduates in Spring 1990 was drawn from 3 Alberta universities. It was found that 95 percent of these graduates had applied for an Alberta teaching certificate, but that only 47 percent were teaching full-time in Alberta schools. Questionnaires were sent to a random sample of 542 graduates of education faculties, of which 282 (52 percent) were returned. Of the 282 respondents, almost 60 percent are teaching full time and approximately 23 percent are teaching part time. Almost 95 percent of these teachers have an Alberta teaching certificate. The findings of the study confirm Alberta Education's estimate that approximately 37 percent of the graduates from the Faculties of Education in Alberta do not teach in Alberta. Informants' suggestions formed the basis for policy recommendations that focus on attracting teachers to rural Alberta schools and on ensuring that hiring practices of school boards are fair toward older female applicants. Appendixes provide a copy of the questionnaire, and respondents' open-ended comments. (Approximately 25 references and 26 tables complete the report). (LL) what students know, can do, and are like; program outcomes state what a student should be able to do upon completion of a program. Authentic task assessments, portfolio assessments, and criterion referenced tests were developed and validated. A typical performance assessment designed for K-5 science emphasized the process of science rather than content; students were asked to interpret, classify, compare, make observations, and predict rather than respond to multiple choice questions; writing skills were used to explain responses. Vocational and fine arts areas are designed for authentic assessment tasks; mathematics and science make use of both performance assessment and criterion referenced tests. A sample geometry assessment is provided. The paper concludes with a discussion of student learning within the context of performance assessment. (LL)

ED 365 665 SP 034 961

Etheridge, Carol Plata; And Others
Review of Research Comparing Teacher Education Programs.
SPONS. AGENCY- Memphis State Univ., Tennessee. Center for Research in Educational Policy.
PUB DATE- Aug 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; Nontraditional Education; *Program Effectiveness; Program Evaluation; Research Design; Research Methodology; Research Needs; *Teacher Education Programs

This paper reviews studies that evaluate and compare teacher education programs. Literature was sought from the "Educational Index," "Current Index to Journals in Education," "Resources in Education," "Educational Resources Information Center," "Statistical Reference Index," and U.S. Government documents. Thirty-four studies provide a framework for: comparing teacher education programs with each other or with programs in other fields to determine trends and tendencies as well as differences; evaluating specific competencies associated with teacher education programs; discussing program effects on students; and comparing traditional and alternative teacher education programs. Based on the small number of studies available further comparisons between various types of teacher education programs are warranted. Future research should include a greater emphasis on observations of the participants; documentation of the actual practice of acquired teaching skills; and studies which investigate the kinds of teachers produced by particular programs, differences in outcomes of various programs, and the impact of adjunct versus full-time faculty teaching professional courses. Charts displaying the focus, scope, methodology, and findings of the studies comprise half the document. (Contains 35 references.) (LL)

ED 365 666 SP 034 966

Sherman, Jane C.
Master's Degrees for Teachers: A Study of Supply and Demand.
PUB DATE- Jan 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1992. Oklahoma has completed its 6th year of administering a state legislature mandated test to 10th graders and its 5th year of testing 7th graders. The Stanford Writing Assessment Program was adopted in 1992. Over 38,500 7th graders and over 32,600 10th graders were tested. Student papers were hand scored through holistic and analytic scoring techniques designed to measure different aspects of composition skills. Comparisons of the scores of Oklahoma students with the national average during the years such tests have been administered indicates continued above-average performance for both grades. With the change to the Stanford tests in 1992, 7th graders showed an apparent increase in score differential, while 10th graders showed an apparent decrease. The shift to the new test may account for differences in comparisons with national norms for 1992 and previous years. Information for understanding and using the test results is presented. Seven tables and eight figures present test results and trend information. Five appendixes contain an additional eight tables that give information about student performance, scores under the normal curve, and averages at the district level for both grades. (SLD)

ED 365 684 TM 020 828

Oklahoma School Testing Program: Writing Assessment Component. 1993 Summary Report. Stanford Writing Assessment Program for Grades 7 and 10.
PUB DATE- 24 Jun 93
NOTE- 215p.; For the 1989 and 1993 reports, see ED 315 456 and TM 020 827.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Comparative Testing; Educational Trends; Grade 7; Grade 10; Holistic Evaluation; National Norms; Norm Referenced Tests; School Districts; *Scoring; Secondary Education; Secondary School Students; Standardized Tests; *State Programs; Testing Programs; *Test Results; Trend Analysis; Writing (Composition); *Writing Tests
IDENTIFIERS- *Oklahoma School Testing Program; *Stanford Writing Assessment Program

This report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1993. In 1992, the Stanford Writing Assessment replaced the MAT-6 Writing Test as the instrument for measuring writing achievement for 7th and 10th graders in Oklahoma. Student papers were hand scored through holistic and analytic approaches to assess different aspects of composition skills. The combination of the two approaches provides teachers with a variety of performance data that can be used to assess student writing skill strengths. Comparison of students' holistic scores with the national average for the past 7 years indicates continued above average performance at both grades tested. The majority of the 1993 7th and 10th graders scored closer to the national average than their predecessors, although Oklahoma students continued to perform at or above the national norm of the 50th percentile. Use of the newly normed unimodal prompts of the new 1992 assessment has resulted in scores that are closer to the national average. Seven tables and eight figures present test results and allow comparison with national scores and Oklahoma scores from preceding years. Four appendixes present additional information and reaffirmed themselves as developing leaders. Appendixes contain sample portfolio documentation and a list of proficiencies of the effective principal. (Contains 15 references.) (SLD)

ED 365 703 TM 020 888

Valesky, Thomas C.; And Others
Total Quality Management as a Philosophical and Organizational Framework To Achieve Outcomes-Based Education and Effective Schools.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the MidSouth Educational Research Association (19th, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; *Educational Philosophy; Effective Schools Research; Elementary Secondary Education; *Evaluation Methods; Models; *School Administration; School Effectiveness
IDENTIFIERS- National Study of School Evaluation; *Outcome Based Education; *Total Quality Management

The educational establishment is under a great deal of pressure to improve and to prove to its critics that it has done so. This paper develops three concepts to support its thesis: effective schools, the change process, and outcomes-based education (OBE). To achieve effective schools, major change must take place. Yet change is not easy for schools. The changes that occur in schools must be accomplished in such a way that the public and the critics are provided the information to judge success. We support the notion that OBE is an excellent tool to provide this information. Recently, the National Study for School Evaluation (NSSE) developed an OBE school evaluation model, which was written by representatives from most of the regional accrediting associations. To effectively implement the NSSE model, this paper supports the concept of Total Quality Management (TQM) as a philosophical and organizational framework. The "Profound Knowledge" necessary for organizational management as expressed by W. Edwards Deming is discussed, and the steps used in the NSSE model are presented and matched to TQM concepts. (Contains 16 references.) (Author)

ED 365 704 TM 020 889

Romer, Gail H.
Assessing Stress in Children: A Literature Review.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the MidSouth Educational Research Association (19th, New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Childhood Needs; *Children; *Educational Assessment; Elementary School Students; Elementary Secondary Education; Health Education; Literature Reviews; Rating Scales; *Research Methodology; Secondary School Students; *Stress Management; Stress Variables; Symptoms (Individual Disorders)

students. Data were collected from 238 teachers with the ICMS and a demographic questionnaire. The confirmatory factor analysis was conducted with the principal components analysis with a varimax solution. Results indicate the existence of three subdimensions. However, the three identified subdimensions (Instructional Management, Classroom Communication and Interaction, and Student Success) did not fully confirm the three hypothesized constructs of the ICMS. In addition, results show that the language used to construct items is a factor in item-response patterns. Two appendixes present the framework of the inventory and the format of inventory items. Two tables are included. (Contains 12 references.) (Author/SLD)

ED 365 724 TM 020 960

O'Neal, Marcia R.; Chissom, Brad S.
A Comparison of Three Methods for Assessing Attitudes.
PUB DATE- Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *College Students; Comparative Analysis; Correlation; Criteria; Education Majors; Higher Education; *Likert Scales; *Research Methodology; Teacher Characteristics; *Test Construction; Test Items
IDENTIFIERS- *Paired Comparisons; *Ranking

Results obtained using three methods for gathering attitude data were compared. The methods are ranking, paired comparisons, and the Likert-type scale. Three attitude objects, each consisting of five items, were selected or developed for this study. One set had been used with graduate students previously. Participants were 392 students in education courses, most of whom were female, and most of whom were education majors. Correlations among the methods were very high for the set of items related to characteristics of good teachers. Also high were the correlations between the rankings and paired-comparisons methods for the other two sets of items. Correlations between the Likert-type items and the other two methods were not as dramatic or consistent for these two sets of items. Although the study was limited to three small sets of items, results provide preliminary evidence for agreement among methods under certain conditions. When items have been subjected to established conventions for item development and selection and they meet criteria for good items, high agreement among methods might be expected. The items are presented in an appendix. Eight tables are included. (Contains 9 references.) (SLD)

ED 365 725 TM 020 962

Boutwell, Lydia T.; Sistrunk, Kim S.
The Effect of Guest Readers on Reading Attitudes of Second and Fifth Grade Children.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

not to be victims, and takes a "second step" in primary prevention by teaching children not to become victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains four units, one each on understanding the problem, training for empathy, creating options, and applying skills with components on similarities and differences among people and accepting differences. Modeling and role playing are key elements, and model role plays are presented in a demonstration video, "Check It Out!" Take-home letters are included to inform parents about class activities. An evaluation instrument, a list of 21 resources for teachers and parents, and 15 transparencies are included. (Contains 52 references.) (SLD)

ED 365 743 UD 029 576

Achieving the Dream: How Communities and Schools Can Improve Education for Immigrant Students.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 105p.; Information contained in this manual is condensed largely from "New Voices: Immigrant Students in U.S. Public Schools" (1988), "The Good Common School: Making the Vision Work for All Children (1991), and "Immigrant Students: Their Legal Right of Access to Public Schools" (Revised, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Activism; Community Role; *Disadvantaged Youth; Educational Environment; *Educational Improvement; Elementary School Students; Elementary Secondary Education; Family Programs; High Risk Students; *Immigrants; *Minority Group Children; Parent Participation; Public Schools; School Funds; Secondary School Students; Social Environment; Student Evaluation; Student Placement
IDENTIFIERS- Language Minorities
This manual is designed to support community organizations, concerned educators, and parents as they work to improve local public schools on behalf of immigrant students. Each chapter focuses on central elements of quality schooling from the perspective of the young immigrant. Within each chapter, an analysis of current conditions prevalent in most U.S. public schools is followed by a series of action steps that activists can take to improve local schools. Concluding each chapter is a resource section that offers a list of publications and organizations pertinent to the main subject of the chapter. Chapter topics are as follows: (1) Parent Participation; (2) Assessment and Placement; (3) Learning Environment; (4) School Social Climate; (5) Support Services; (6) School Funding; and (7) Taking Action. The manual concludes with a directory of state and national immigrant student and immigrant family advocacy and support organizations. (GLR)

ED 365 744 UD 029 623

Williams, Francine; And Others
Managing Conflict A Teacher's Guide to Student Lessons Teaching Conflict Management .
PUB DATE- 3 Jul 89
NOTE- 78p.
LANGUAGE- English

children by helping them to: (1) succeed in the regular program, (2) attain grade-level proficiency, and (3) improve in the basic and more advanced skills that all children are expected to master. This report examines the status of the Chapter 1 education program in the State of Utah during 1990-91, including 12 graphic charts depicting various program measurements. Following basic information about the Chapter 1 program, charts provide details on the numbers of public schools and students served by Chapter 1, the numbers of students served per service, and achievement scores for each of the services within the program. It is noted that, overall, 31,000 students were served during the 1990-91 school year, of which 78.6 percent were White, 10.5 percent were Hispanic, and 6 percent were Black. An appendix displays the percent of low income populations within various counties of the state, as well as the state's average percentage of the population designated as low income; and a list of the school districts receiving Chapter 1 grants, the number of students served, and the amount of funding. (GLR)

ED 365 764 UD 029 665

Cook, John T.; Brown, J. Larry
Two Americas: Racial Differences in Child Poverty in the U.S. A Linear Trend Analysis to the Year 2010. Research in Progress Working Paper.
PUB DATE- Oct 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Black Youth; Childhood Needs; *Children; Elementary Secondary Education; Futures (of Society); *Hispanic Americans; Low Income Groups; Nutrition; *Poverty; *Racial Differences; Social Problems; Trend Analysis; United States History; *Whites
IDENTIFIERS- *Linear Trends; Projection Research; United States

This analysis is the third in the Center's series on child poverty in America. The first part of this study is a historical view of trends in child poverty by race and Hispanic origin for children in families below the age of 18 years. The second part presents projections of child poverty rates and levels for the three largest racial groups to the year 2010, based on Census Bureau poverty data. Increasing numbers of corporate leaders are recognizing the critical importance of healthy, well-nourished, and well-educated children for the viability of the work force. There is growing concern over recent findings on the relationships of poverty-related conditions such as undernutrition and social deprivation to cognitive deficits and academic failure. It is also recognized that without healthy and productive families, children in poverty experience diminished opportunities through cognitive impairment, inadequate education, lack of basic skills, reduced job performance, and increased morbidity and mortality. Projections suggest that if current trends continue child poverty will increase dramatically for White, Black, and Hispanic American children. By the end of the first decade of the twenty-first century, half of all Black children and more than half of all Hispanic American children will be impoverished. Three tables and six figures present information about poverty trends. (Contains 25 references.) (SLD)

ED 365 765 UD 029 666

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; Drug Education; Educational Games; *Enrichment Activities; Environmental Education; *Health Activities; *Health Education; Health Materials; *Health Promotion; Hygiene; Intermediate Grades; Nutrition Instruction; Physical Fitness; Safety Education; Self Esteem; Workbooks

This book of activities is designed to supplement health lessons for students in grades 4-6. Some of the activities are quite simple and require very little instruction and direction, while others are more difficult and require careful explanation prior to completion. The level of difficulty of the activities is varied in order to create both simple and challenging instruction for students. The level of reading for some of the activities is a little more difficult due to the nature of the concepts that are being taught. Health promotion activities are provided under the following headings: physical fitness, personal hygiene, self-esteem, decision-making, drugs, alcohol, smoking, nutrition, cancer, dental health, heart health, safety, and environmental health. Activities include secret codes, crossword puzzles, word searches, true or false questions, sentence completion, and matching. Answer keys are provided for the exercises. Materials may be reproduced as needed. (LL)

ED 365 629 SP 034 870

Fitness and Nutrition Activity Book for Grades 4-6.
PUB DATE- Feb 93
NOTE- 21p.; For other booklets in the series, see SP 034 866-869.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Enrichment Activities; *Health Activities; *Health Education; Health Materials; *Health Promotion; Intermediate Grades; Learning Activities; *Nutrition Instruction; *Physical Fitness; Workbooks
IDENTIFIERS- *Health Related Fitness

This activity book is designed to supplement health lessons on nutrition and physical fitness for fourth, fifth, and sixth grade students. Some of the activities are quite simple and require very little instruction and direction, while others are more difficult and require careful explanation prior to completion. The level of difficulty of the activities is varied in order to create both simple and challenging instruction for students. The level of reading for some of the activities is a little more difficult due to the nature of concepts being taught. Activities are provided under the following headings: nutrition, food groups, nutrition vocabulary, balanced diet, planning for fitness, physical fitness, physical activity, and things to do in order to be healthy. Activities include multiple choice, matching, coloring, fill in the blanks, encoding, crossword puzzle, word search, and drawing. Answer keys are provided. Materials may be reproduced as needed. (LL)

ED 365 630 SP 034 872

ED 365 647 SP 034 933

Fereshteh, M. Hussein
The Influence of American Education and Culture on Developing Nations: The Case of Iran.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Annapolis, MD, March 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Comparative Education; *Cultural Influences; *Cultural Interrelationships; Developing Nations; Educational History; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Intercultural Communication; International Educational Exchange; *Islamic Culture; Linking Agents
IDENTIFIERS- *Iran; Muslims; Persia; *United States

This paper examines the strong relationship between American universities and Iranian institutions of higher education from 1960 to 1980 and beyond. A review of comparative literature indicates that these relationships have had a lasting impact on Iranian education. The paper begins with a brief history of education in Persia beginning around 700 B.C. The main body of the document outlines: (1) Iranian higher education policies and programs; (2) the nature of cross-cultural relations in higher education between Iranians and Americans including the work of American educational missionaries, educational advisors, academic and technical partnerships, and the experiences of Iranian students in the United States; and (3) the internal and external factors that affected these links. Contemporary educational outlooks derived from Shiah Islam, the predominant religion in Iran, are analyzed and interpreted; and confrontations regarding higher education among various types of Iranian secular, modernist, and traditional Muslim academicians are discussed. The paper concludes with some suggestions for improving current educational relationships between the United States and the Islamic Republic of Iran. (Contains 21 references.) (Author/LL)

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ED 365 648 SP 034 934

Pina, Anthony A.; Harris, Bruce R.
Increasing Teachers' Confidence in Using Computers for Education.
PUB DATE- 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Arizona Educational Research Organization (Tucson, AZ, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Anxiety; *Computer Attitudes; Computer Uses in Education; Educational Technology; *Education Courses; Elementary Secondary Education; Higher Education; *Learning Strategies; Preservice Teacher Education; *Teacher Attitudes; Teacher Education Programs; *Teaching Methods
IDENTIFIERS- *Preservice Teachers

The anxiety or confidence that teachers display towards computers and other new technologies is a subject which should be of

DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; *Masters Degrees; Preschool Education; Preschool Teachers; *Schools of Education; Secondary School Teachers; State Surveys; *Teacher Certification; *Teacher Characteristics; *Teacher Education Programs; *Teacher Supply and Demand
IDENTIFIERS- *Washington

The state of Washington requires a master's degree for new teachers to receive continuing education certification and allocates substantial salary incentives for experienced teachers to complete master's degrees. This document reports on a study that focused on supply and demand issues related to graduate education for teachers in the state of Washington. Statewide surveys provided specific information with respect to teacher characteristics, teacher interests, program characteristics, and other factors influencing the supply and demand balance such as enrollment, alternative certification, and admissions standards. Three distinct themes emerged: (1) how to increase the number of openings available in graduate programs; (2) the location of degree programs for a more or less placebound population; and (3) the content of graduate programs. Informants' suggestions formed the basis for policy recommendations to the legislature and the higher education community. Appendices provide the survey form for teachers, requested majors by groups, important characteristics by groups, important considerations and teacher comments, survey form for institutional data, institutional enrollment and degree data, enrollment by Educational Service District (county and city), and a survey form for institutional plans. (LL)

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ED 365 667 SP 034 967

Diessner, Rhett
Teacher Education for Democratic Classrooms: Moral Reasoning and Ideology Critique. Draft.
PUB DATE- Nov 91
NOTE- 37p.; Seminar paper presented at the Annual Meeting of the Association for Moral Education (16th, Athens, GA, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Authoritarianism; Behavior Change; *Democratic Values; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Higher Education; Ideology; Inservice Teacher Education; Online Searching; Preservice Teacher Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior; *Teaching Conditions
IDENTIFIERS- Defining Issues Test; ERIC; Kohlberg Moral Judgment Interview; *Moral Reasoning; Preservice Teachers; PsycINFO; *Status Quo

This paper examines the moral reasoning of preservice and inservice teachers; reviews and summarizes empirical studies that have examined teachers' levels of principled reasoning; relates that information to the construction of democratic classrooms, which are a critique of both authoritarian and status quo democratic systems; and presents implications for teacher education programs. A computer search of the ERIC and PsychInfo databases yielded 30 studies on the use of 2 systematically validated measures of principled moral reasoning: (1) the "Defining Issues Test (DIT)," based on Kohlberg's stage theory, which measures receptive moral reasoning; and (2) the "Moral Judgment Interview (MJI)" which in table form about the percent of scores under the normal curve and the performance of students in both grades. (SLD)

ED 365 685 TM 020 831

Roberts, William L.
Programs for the Collection and Analysis of Observational Data.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Coding; *Computer Software; *Data Collection; Foreign Countries; *Microcomputers; Observation; Reliability; *Research Methodology; *Sampling; Videotape Recordings
IDENTIFIERS- *Laptop Computers

Although videotape is the preferred method for recording behavior, there are many natural settings in which it is impractical or too intrusive. The ability to collect data in such settings and in real time has been enhanced by the advent of light, powerful laptop computers. This poster (with paper) describes a set of eight programs (developed in British Columbia) for collecting and analyzing focal-individual data (i.e., events and interactions) and scan-sample data (states) on such IBM-compatible machines. These computer programs can accommodate almost any user-specified set of codes, including codes for simultaneous events. Reliabilities (percent agreement and kappa), rates, frequencies, cumulative time (time-budget data), and conditional probabilities with z-scores and exact binomial probabilities can be generated. Binomial probabilities test the null hypothesis that the conditional probability is at chance levels. General contingency across the entire set of codes can be assessed by log-linear analysis, and specific patterns of contingent behavior can be identified automatically. Four figures illustrate the discussion. (Contains 3 references.) (Author/SLD)

ED 365 686 TM 020 832

Young, Brian
Quadratic versus Linear Rules in Predictive Discriminant Analysis.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 11-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Discriminant Analysis; *Equations (Mathematics); *Group Membership; Matrices; *Predictive Measurement; Research Methodology
IDENTIFIERS- *Linear Models; Predictive Analysis; *Quadratic Equations; Statistical Analysis System; Statistical Package for the Social Sciences

Either linear or quadratic rules may be used to derive classification equations in discriminant analysis for the purpose of predicting group membership. Generally, the decision about which rule to use is governed by the degree to which the separate group covariance matrices are unequal. An example is

IDENTIFIERS- Self Report Measures

If parents, school personnel, or other caring adults want to reduce the number of stressors or the amount of stress experienced by school children, these adults must first recognize childhood stress, identify children's stressors, and evaluate the stress. This literature review reveals how adults can accomplish these goals by defining stress, linking stress to health, and reviewing assessment techniques available for use with children. Adult perception still controls both investigation and assessment. Until recently, researchers seldom asked children about their experiences of stress, and research hypotheses came from studies on adult stress. Techniques available for use in assessing stress in children include behavioral observation, physiological assessment, adult rating scales of children, child self-report inventories, and interviews with children. Comprehensive use of these techniques, while including the children's perspective, makes possible the accurate and authentic assessment of stress in children. Reducing stress, thereby maintaining or improving school children's health, can follow. (Contains 38 references.) (Author/SLD)

ED 365 705 TM 020 891

Oshima, T. C.; And Others
Differential Item Functioning with a Criterion-Referenced Test: Use of Limited Closed-Interval Measures.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Criterion Referenced Tests; *Cutting Scores; Data Analysis; Evaluation Methods; *Item Bias; Item Response Theory; *Test Construction
IDENTIFIERS- *Limited Closed Interval Measures

The purpose of this study was to introduce a procedure to detect differential item functioning (DIF) particularly suitable for criterion-referenced tests and to demonstrate how this approach would affect the identification of DIF items using real data sets. The procedure based on item response theory (IRT) assesses DIF at a limited closed interval of thetas at which a cutoff score fails. Illustrative data showed that identification of DIF could be quite different with this unconventional procedure as opposed to traditional DIF measures with which DIF was assessed over the entire range of ability. It was recommended that test development practitioners be actively involved in the DIF analysis to investigate not only if an item is biased, but where it may be biased. Three figures, and five tables are included. (Contains 8 references.) (Author)

ED 365 706 TM 020 892

Algina, James; And Others
Type I Error Rates for Welch's Test and James's Second-Order Test under Nonnormality and Inequality of Variance when There Are Two Groups.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; Females; Grade 2; Grade 5; Males; Pretests Posttests; Reading; *Reading Aloud to Others; *Reading Attitudes; *Sex Differences; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Benton Boutwell Reading Attitude Inventory; *Guest Speakers; Meridian Public Schools MS

Results of two studies that investigated the effects of guest readers on the reading attitudes of second- and fifth-grade children in the Meridian (Mississippi) schools are presented. Twenty-nine second graders and 29 fifth graders participated. Local television personalities, school personnel, former teachers, and parents were among the guests over the 8-week period. The Benton/Boutwell Reading Attitude Inventory was used to gather pretest and posttest data. Results of a dependent t test found significant differences (p .05) between pretest and posttest results in both studies. In addition, there was a significant difference (p .05) between males and females. Gains in mean reading scores support the hypothesis that attitudes toward reading improved as a result of the program. Strategies and methods used to improve attitudes toward reading are explored. Examples of the types of reading experience used in the study and the Benton Boutwell Reading Attitude Inventory were presented at the conference, but are not attached to this paper. Three tables present study findings. (Contains 3 references.) (Author/SLD)

ED 365 726 TM 020 964

Petry, John R., Ed.; And Others
Mid-South Educational Research Association Annual Meeting Proceedings Containing the Abstracts of Discussion Sessions, Display Sessions, Symposia, and Training Sessions (22nd, New Orleans, Louisiana, November 10-12, 1993).
PUB DATE- Nov 93
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Cognitive Style; Conferences; Educational Assessment; Educational Improvement; *Educational Research; *Elementary Secondary Education; *Higher Education; Student Characteristics; Student Evaluation; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *Mid South Educational Research Association; *United States (South Central)

The Mid-South Educational Research Association is a nonprofit organization established to encourage quality educational research in the Mid-south and to promote in the schools the application of the results of quality educational research. These proceedings present more than 400 abstracts of discussion-session papers, display sessions, symposia, and training sessions covering the spectrum of educational research from early childhood through postsecondary programs. Subjects include academic achievement, learning styles, teacher education, student characteristics, teaching methods, and methods of student evaluation. The constitution of the Mid-South Educational Research Association and lists of past presidents and award recipients are attached. (SLD)

ED 365 727 TM 020 965

Kochan, Susan E.; And Others

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; *Crisis Intervention; Educational Environment; Elementary Secondary Education; *Group Unity; Guidelines; Instructional Materials; Learning Activities; Lesson Plans; Peer Groups; *Racial Relations; Social Problems; *Teacher Role; Teaching Guides; *Urban Schools
IDENTIFIERS- California (Los Angeles); *San Diego Unified School District CA

This instructional guide provides lessons intended to present students with opportunities for building a sense of belonging to a group as well as developing conflict resolution skills. The guide's focus is on developing a positive school climate that enhances intergroup relationships and encourages proactive recognition of potential problems. It also provides suggestions for the management of racial crises, including activity suggestions that can enhance the understanding of the nature of conflicts, conflict resolution, and the management of conflict/crisis situations. The guide is organized into eight sections. The first section provides basic background information, followed by four sections that (1) present a proactive approach to conflict resolution, (2) provide steps to ease racial tension, (3) answers questions on what to do if a racial crisis occurs, and (4) discusses several conflict resolution models. Sections five through seven offer summary information and student lessons on conflict resolution. An appendix provides a draft of a paper by San Diego City School personnel ("Administrative Crisis Response--Denial to Acceptance") focusing on the reactions of principals to intergroup conflicts and intervention strategies. (GLR)

ED 365 745          UD 029 629

Miller-Lachmann, Lyn
Our Family, Our Friends, Our World: An Annotated Guide to Significant Multicultural Books for Children and Teenagers.
PUB DATE- 92
NOTE- 722p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; *Books; Children; Childrens Literature; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Foreign Students; Immigrants; *Minority Groups; *Multicultural Education; Resource Materials
IDENTIFIERS- Africa; Asia; Australia; Canada; Caribbean; *Diversity (Groups); Europe; Great Britain; Mexico; New Zealand; Pacific Region; South America; United States; World Views

This bibliography lists 1,038 multicultural books for children and teenagers, published between 1970 and 1991, that can assist librarians, teachers, and parents in educating children and young adults about their changing world. The books are selected to enhance opportunities for children to live and learn together by providing them with fair and accurate materials that describe one another's heritage and experiences. In-depth annotations are provided for each of the books listed in which the authors alert adults to instances when they will need to sensitize young readers to the biases and inaccuracies in the fiction and non-fiction they will be reading. Each chapter features an introductory section, a map of the region being highlighted, and an annotated list of books for preschool to

Wojtkiewicz, Roger A.
Parental-Structure Experiences of Whites, Blacks, Mexicans, and Puerto Ricans. Discussion Papers.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jan 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Black Youth; Children; Ethnic Groups; *Family Structure; Fathers; Incidence; Low Income Groups; *Mexican Americans; *Minority Groups; Mothers; *One Parent Family; Poverty; *Puerto Ricans; Whites

This study reports the percentage of whites, blacks, Mexicans, and Puerto Ricans who, as children, adolescents, and teenagers, lived in one or more of several family types (e.g., mother-father, mother-only, mother-stepfather). Unlike previous analyses of the topic, the present one looks at Mexicans and Puerto Ricans separately, treating them as two distinct groups. It finds that whites are least likely to have ever lived in a nonintact family (i.e., a family whose heads are not the biological mother and father of the children), whereas blacks are most likely. The percentages of Mexicans and Puerto Ricans who have ever lived in a nonintact family fall in between and are quite different from each other, proving that the two groups should not be indiscriminately combined under the category of "Hispanic." Five tables are included. An appendix gives definitions from the report. (Contains 24 references.) (Author)

ED 365 766 UD 029 667

Spring, Joel
The American School 1642-1993. Third Edition.
PUB DATE- 94
NOTE- 415p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Black Education; *Economic Factors; *Educational History; Elementary Secondary Education; *Ethnic Groups; Higher Education; Mass Media Role; Mexican Americans; *Minority Groups; *Political Influences; Puerto Ricans; *Social Change; United States History
IDENTIFIERS- African Americans

This comprehensive and up-to-date history of American education encourages critical thinking by offering alternative interpretations of each major historical period. It shows how educational history is nested within and shaped by the larger forces, including mass media, that shape the dissemination of knowledge and power within society. Discussions by other scholars and everyday citizens are integrated to help contextualize the narrative. New chapters in this edition describe and analyze the social, political, and economic forces behind the policies that govern how African Americans, Native Americans, Asian Americans, Mexican Americans, and Puerto Ricans have been and are being educated in the United States. An expanded analysis examines the role of mass media; and current discussions consider issues such as national standards, school choice, and equal education. Chapter 6, "Education as Deculturalization: Native Americans and Puerto Ricans," and chapter 7, "Education and Segregation: Asians, African Americans, and Mexican Americans," highlight issues of concern

Building for the Future: Nutrition Guidance for the Child Nutrition Programs.
PUB DATE- Apr 92
NOTE- 74p.; Based on the third (1990) edition of "Nutrition and Your Health: Dietary Guidelines for Americans."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Health; *Dietetics; Dietitians; Early Childhood Education; Eating Habits; Elementary Secondary Education; Federal Programs; *Food Service; Foods Instruction; Guidelines; Health Education; Health Promotion; *Nutrition
IDENTIFIERS- Comprehensive School Health Programs; *Food and Nutrition Service; *Menu Planning; Recipes (Food)

This publication offers practical guidance to help food service professionals provide sound nutrition to America's children and serves as a basis for the revision of U.S. Department of Agriculture meal patterns, menu planning guides, and the development of new recipes. The guide is organized into two sections. The first, "Implementation of the Dietary Guidelines," suggests that child nutrition programs should strive to offer a variety of foods; to serve meals that help maintain a healthy body and weight; to offer meals low in fat, saturated fat, and cholesterol; to serve plenty of vegetables, fruits, grains, milk products, meat, and meat alternatives; to use sugars and salt only in moderation; and to promote an alcohol- and drug-free lifestyle. Section 2, "Putting It All Together," presents sample school menus and offers simple adaptations for "make-overs" that better reflect the Dietary Guidelines. Appendices provide nutrition quizzes; a dietary fat chart; advice on feeding children in child care; a glossary; "Nutrition and Your Health: Dietary Guidelines for Americans"; and sources for teaching in universities. An appendix provides a copy of a

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ED 365 631 SP 034 876

Dietary Guidelines and Your Health: Health Educator's Guide to Nutrition and Fitness.
PUB DATE- Dec 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Guides; *Dietetics; Eating Habits; Health Education; *Health Promotion; *Learning Activities; *Lesson Plans; *Nutrition Instruction; Physical Education; Secondary Education; Self Evaluation (Individuals)

This manual was designed to help incorporate the seven Dietary Guidelines for Americans, published by the U.S. Departments of Agriculture and Health and Human Services, into a health or physical education curriculum and to make nutrition education contemporary, interesting, and relevant at either the junior or senior high school level. The publication consists of 9 lessons which include reproducible self-tests and activity masters. Lesson 1 is an overview of the Dietary Guidelines. Lessons 2 through 8 each focus on one of the 7 Guidelines. In each lesson, learning activities help students to recognize scientific evidence supporting the Dietary Guidelines; to evaluate their own food behavior or knowledge in relation to prime importance to teacher educators and educational technologists. Many teachers feel ill-prepared and resist the integration of computers and other technologies into their instruction. Since 1976 there has been a growing body of literature on the subject of teachers' attitudes towards computers, pointing out that teacher educators and teacher preparation programs could play a vital role in helping teachers become less anxious and more confident computer users. Many states now require an educational technology component in preservice teacher training, most often taking the form of a basic applications or "computers in education" course. Eleven strategies that have been utilized successfully in teacher education courses at three universities are outlined. According to course evaluations and interviews with preservice teachers, these strategies have been successful in reducing computer anxiety and increasing confidence in using computer technologies for education. Recommendations for teacher educators who are interested in helping preservice and inservice teachers become more acquainted and comfortable with new instructional technologies are provided. (Contains 13 references.) (LL)

ED 365 649 SP 034 935

Haselkorn, David; Calkins, Andrew
Careers in Teaching Handbook.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Beginning Teachers; *Career Choice; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Job Search Methods; Licensing Examinations (Professions); *Minority Group Teachers; Secondary School Teachers; Teacher Attitudes; *Teacher Certification; *Teacher Education Programs; *Teaching (Occupation)

This handbook provides information and offers guidance and resources to help those who have expressed an interest in the teaching profession. The publication is organized into six chapters as follows: (1) "A Snapshot of the Profession" (why people choose to teach, the need for teachers, school reform and the nation's future, and what teachers like and don't like about their profession); (2) "Preparing To Be a Teacher" (the role of professional training, what's involved in teacher education, choosing a program that will suit one's needs, teacher demand by discipline and grade level, and financial aid for teacher education); (3) "Teacher Licensure and Certification Today" (why states license new teachers, teacher licensure vs. teacher certification, the licensure process, what to expect from standardized tests, and benefits and drawbacks of "alternative licensure" programs); (4) "Opportunities for Persons of Color" (the shortage of teachers of color, why diversity in the teaching profession is important, resources, scholarships, and contacts for persons of color); (5) "Finding a Job in Teaching" (where teacher demand is high, how to conduct a job search, what schools and districts look for, and working in nonpublic schools); and (6) "Making the Most of a Career in Teaching" (why most teachers are satisfied with their career, improving conditions for teachers, how good teachers retain their enthusiasm, and teachers' roles in local and national school reform). A closing essay "A Teacher's Story" by Janice Anderson Connolly is measures expressive moral reasoning. A summary of these studies indicates that most teachers cannot spontaneously reconstruct democratic systems in their schools nor critique the ideology structuring their schools. However, when school leaders advocate a principled critique of status quo social structures, teachers have the ability to collaborate toward that end. Four appendixes provide annotated reference lists of all articles identified through the search that utilized MJI or DIT scores in assessing in-service or pre-service teachers' moral reasoning. (Contains approximately 60 references.) (LL)

ED 365 668 SP 034 968

Tirri, Kirsi
Evaluating Teacher Effectiveness by Self-Assessment: A Cross-Cultural Study. Research Report 122.
PUB DATE- 93
NOTE- 229p.; Doctoral Dissertation, University of Helsinki, Finland.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Cultural Differences; Discriminant Analysis; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; Factor Analysis; *Faculty Development; Foreign Countries; Higher Education; Models; Secondary School Teachers; Self Evaluation (Individuals); Teacher Education; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *Finland; Indiana; Reform Efforts; Texas; *United States

The purpose of this study was to explore an American model (Harris 1986) of effective classroom teaching behaviors as a framework for teachers' professional growth. The particular focus was on the self-assessment component of the methods related to the model. An empirical approach was adopted, and comparative data were gathered from American and Finnish teachers using a common self-evaluation instrument. The study identified and analyzed cross-cultural differences and culture-specific behaviors. The analysis revealed that a complete fit between the model and the data could not be found. Discriminant analysis revealed interesting differences in the evaluation of teachers from different teaching traditions. The American teachers were found to be much more dynamic in their classroom behavior than their Finnish colleagues; Finnish teachers reflected their academic tradition well by giving much more emphasis to a "businesslike" type of behavior. The research is presented in eight chapters as follows: (1) Introduction; (2) Teachers' professional development; (3) The reform traditions; (4) Methods for helping teachers' professional growth; (5) The empirical framework; (6) Cross-cultural validity of the Harris model; (7) Dimensions of teacher classroom behavior; and (8) Discussions on methodology and conclusions. Appendixes provide a copy of the questionnaire in English and in Finnish, and computer listings for chapters 6 and 7. (Contains approximately 175 references.) (Author/LL)

ED 365 669 SP 034 970

Stahlhut, Richard
Technology: Connecting People and Places.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Society of Technology and Teacher Education (5th, Washington, DC, March

presented that supports the superior internal classification hit rate of quadratic rules under conditions in which the sample matrices are unequal. The superiority of quadratic internal classification results provided by SAS relative to those provided by SPSS-X is also demonstrated. Finally, it is suggested that the potential external generalizability of the classification results also must be considered when deciding whether to use linear or quadratic rules to derive classification functions. Four tables. (Contains 16 references.) (Author)

ED 365 687 TM 020 833

Secondary Education in North Carolina: A Report of Student Participation and Performance in Algebra I, Geometry, Algebra II, ELP, U.S. History, English I, English II, Physical Science, Biology, Chemistry, Physics.
PUB DATE- Apr 93
NOTE- 191p.; For earlier reports, see ED 328 572 and ED 343 945.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Advanced Courses; Algebra; Biology; Chemistry; Civics; *Course Selection (Students); Educational Improvement; English; Geometry; Graphs; High Schools; High School Students; Performance; Physical Sciences; Physics; School Districts; *School Statistics; Sex Differences; State Programs; State Surveys; Student Participation; Tables (Data); Testing Programs; *Test Results; United States History
IDENTIFIERS- North Carolina; *North Carolina End of Course Testing Program

This report provides important baseline information for school systems in North Carolina working to improve student performance. It describes participation, student characteristics, and achievement for 11 high school courses assessed by the North Carolina End-of-Course Testing Program in 1991-92. Participation of North Carolina students in Algebra II, Biology, and Chemistry appears to be typical of that of other states, but participation in Algebra I and Physics is somewhat lower than in other states. Participation in advanced mathematics and science courses varies by sex, parental education, ethnic group, and post-high school plans; and is widely variable among school systems. Even though grading standards have become more stringent in the state, achievement by students in Algebra I, Biology, and Chemistry appears to be improving. More North Carolina students are capable of taking advanced courses than are currently enrolled in them. Schools and systems can identify strengths and weaknesses in their instructional programs by examining relative performance on goals measured by the test items assessed in 1991-92 in these subject areas. Test results, including those in a section on outstanding schools, are reported in 67 tables and 31 graphs. Appendix A presents core score distributions on the end-of-course tests, and Appendix B contains the end-of-course test development schedule. (SLD)

ED 365 688 TM 020 834

The North Carolina 1993 Scholastic Aptitude Test Report. Reporting on the Nation, the State, the 120 Public School Systems and 2 Special Public Schools.
PUB DATE- Aug 93

1993). Small, light type throughout document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Equations (Mathematics); *Estimation (Mathematics); Mathematical Models; *Sample Size
IDENTIFIERS- James Test; T Test; *Type I Errors; *Variance (Statistical); Welch Procedure

Type I error rates were estimated for three tests that compare means by using data from two independent samples: the independent samples t test, Welch's approximate degrees of freedom test, and James's second order test. Type I error rates were estimated for skewed distributions, equal and unequal variances, equal and unequal sample sizes, and a range of total sample sizes. Welch's test and James's test have very similar Type I error rates and tend to control the Type I error rate as well or better than the independent samples t test does. The results provide guidance about the total sample sizes required for controlling Type I error rates. Nine tables are included. (Contains 16 references.) (Author)

ED 365 707 TM 020 893

Oshima, T. C.; And Others
Evaluation of DTF and DIF in Two-Dimensional IRT.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Small type throughout document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Equations (Mathematics); *Item Bias; Item Response Theory; Mathematical Models; Reference Groups; *Research Methodology; Validity
IDENTIFIERS- *Multidimensionality (Tests)

In 1992 N. S. Raju and others proposed a general procedure for assessing differential test functioning (DTF) and item bias (differential item functioning or DIF) in tests developed with unidimensional, multidimensional, or polytomous item response theory (IRT) models. The purpose of this paper is to assess the adequacy and validity of their technique in the two-dimensional IRT setup. Following Raju and others, a chi square test is described for determining whether or not an observed DTF is significantly different from zero. When an observed DTF is statistically significant, one may begin the search for items that may be causing the significant chi square. After deletion of items with a high positive compensatory DIF, the DTF index and its chi square should be recomputed. The technique is illustrated with generated 40-item two-dimensional data sets. Once the multidimensional item parameters are given and differences in item parameters between the reference and focal groups are found, the new procedure identifies DTF and DIF as expected. Five tables present analysis results. (Contains 15 references.) (SLD)

ED 365 708 TM 020 895

Market Data Retrieval's Enrollment Report, 1992/93 vs. 1993/94.
PUB DATE- Oct 93
NOTE- 18p.; For the 1991/92 vs. 1992/93 report, see ED 353 309.
LANGUAGE- English

How Do Parents and Teachers "Grade" Louisiana's School Report Cards Program?
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Records; Accountability; Elementary Secondary Education; Evaluation Methods; Feedback; Institutional Characteristics; Likert Scales; Parent Attitudes; *Parents; *Profiles; Program Evaluation; Public Schools; *Report Cards; Research Reports; *School Districts; Surveys; *Teachers
IDENTIFIERS- Focus Groups Approach; *Louisiana; Progress Profiles Project

Louisiana is one of the few states to produce and distribute school report cards to public school parents statewide. The state undertook a formal evaluation, here reported, of the "1991-92 Report Cards." In Phase 1 a random sample of roughly 2,000 parents and 6,000 faculty statewide was surveyed by mail with a 30-item questionnaire rating the readability and utility of information on the school report cards. Four focus groups, two with parents and two with teachers, were conducted in Phase 2 to follow up and enlarge on initial findings. Parents were generally positive toward the concept, but were somewhat less optimistic that the program could have a real effect on the quality of education. The further the focus shifted from the child's own school, the more pessimistic parents became that the School Report Cards could actually help improve education. Teacher responses showed a similar pattern, but teachers were less uniformly positive than parents. Using survey results and feedback from the focus groups, the state has made substantial modifications to the format of the 1992-93 report cards, including: (1) individualizing formats for elementary, secondary, and K-12 schools; (2) adding explanatory text to each indicator; (3) simplifying tables; (4) presenting both frequencies and percents on most indicators; and (5) rewriting text to an eighth-grade, rather than the former 13th grade level. A sample report card and the survey are attached. (Contains 4 references.) (SLD)

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ED 365 728 TM 020 967

Calvery, Robert; And Others
A Comparison of Selected Second and Third Graders' Math Achievement: Saxon vs. Holt.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Course Content; *Elementary School Students; Grade 2; Grade 3; *Mathematics Achievement; Mathematics Instruction; Primary Education; Scores; *Test Results; Textbook Evaluation; *Textbooks
IDENTIFIERS- *Holt Mathematics Series; *Saxon Mathematics Series; Southside School District AK; Stanford Achievement Tests

grade 12 students. Three appendixes include Professional Sources, a Series List, and a Publishers Directory. The book is indexed by author, title/series, and subject. (GLR)

ED 365 746 UD 029 632

Bryk, Anthony S.; And Others
Catholic Schools and the Common Good.
PUB DATE- 93
NOTE- 414p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Catholic Schools; Classroom Environment; Comparative Analysis; Disadvantaged Youth; *Educational Environment; Governance; *High Schools; *Minority Group Children; Outcomes of Education; Public Schools; *School Effectiveness; Secondary School Curriculum; Single Sex Schools; Student Development; Teacher Role; Teacher Student Relationship; Urban Schools

It is generally agreed that students (especially those from minority and disadvantaged backgrounds) are better educated in Catholic high schools than in public high schools. This book examines a broad range of Catholic high schools to determine if this difference is so, the reasons why, and whether this type of success can be transferred to the public sector. The Catholic schools appear to have an independent effect on achievement, especially in reducing disparities between disadvantaged and privileged students. The schools do this by de-emphasizing tracking; by creating a caring community within the school that values students for themselves, not just for how much knowledge they can absorb; and by the visible presence of faculty who assume multiple roles with students, such as teacher, athletic coach, and counselor. The book also reveals that the Catholic high school of today is a school committed to democratic education and the common good of all students. By contrast, public education is largely driven by the values of the marketplace, a radical individualism, and the pursuit of economic reward. It is argued that a constrained academic structure, a communal school organization, and an inspirational ideology are the major forces that shape the operations of individual Catholic schools and contribute to their overall effectiveness. Contains over 250 references and an index. (GLR)

ED 365 747 UD 029 633

Nightingale, Carl Husemoller
On the Edge: A History of Poor Black Children and Their American Dreams.
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alienation; Black Family; *Black Youth; *Disadvantaged Youth; *Economically Disadvantaged; Elementary Secondary Education; Family Problems; History; *Inner City; Low Income Groups; *Minority Group Children; Poverty; Racial Discrimination; School Safety; Status Need; Urban Problems; *Urban Youth; Violence
IDENTIFIERS- *African Americans; American Dream; Consumers

in a discussion of urban schools, as does chapter 13, "The Great Civil Rights Movement." Chapter 14, "Education and National Policy," considers the cold war and the war on poverty and their effects on national educational policy. (SLD)

ED 365 767 UD 029 668

Nelson, David; And Others
Multicultural Mathematics: Teaching Mathematics from a Global Perspective.
PUB DATE- 93
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Arithmetic; College Mathematics; Cultural Background; *Cultural Differences; *Curriculum Development; Educational History; Elementary School Mathematics; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Geometry; Higher Education; *Mathematics Instruction; Minority Groups; *Multicultural Education; Secondary School Mathematics; Statistics; Teaching Methods
IDENTIFIERS- Eurocentrism; World Views

The teaching of mathematics from a multicultural perspective is discussed. The first two chapters present a rationale for a multicultural approach to teaching mathematics. The third chapter aims to show, through brief examples, how such an approach can be applied to any school curriculum. The remaining four chapters discuss, in greater detail, selected topics in elementary arithmetic, algebra, geometry, and statistics. Mathematics does not appear to be a promising subject for multicultural education, because mathematical truths are universally valid. However, all cultures produce mathematical ideas, just as they produce different languages and social systems. To recognize and value the cultural heritage of minority students helps build their confidence and pride as it helps overcome the Eurocentric bias relating to the origins and practice of mathematics frequently found in the United Kingdom. A multicultural approach to mathematics requires acknowledging the history of mathematics and recognizing the social and political values that shape the mathematics curriculum. Eighteen tables and 107 figures present examples for mathematics teaching. (Contains 63 references.) (SLD)

ED 365 768 UD 029 669

Schenck, E. Allen; Beckstrom, Sharon
Chapter 1 Schoolwide Project Study. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Compensatory Education; Computer Assisted Instruction; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Hispanic Americans; Limited English Speaking; Low Income Groups; Parent Participation; *Poverty; Program

the Guideline; and to explore practical ways to meet the Guideline. Lesson 9 provides a summary which reinforces previous learning and helps students incorporate the guidelines into a plan of action for good health. Learning strategies are designed to help motivate and increase teens' understanding and use of the Dietary Guidelines, while hands-on activities encourage critical thinking and problem solving. Some activities are keyed for integration with other subject areas--science, social studies/current issues, language arts, art, and mathematics. (LL)

ED 365 632          SP 034 877

Clough, Jim; And Others
A Mapping of Girls' Participation in Sport in the Australian Capital Territory.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Congress of the International Association of Physical Education and Sport for Girls and Women (12th, Melbourne, Victoria, Australia, July 31-August 6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Leisure Time; *Physical Activities; Physical Education; Secondary School Students; *Sport Psychology; *Student Attitudes; Student Behavior; *Student Participation; Surveys; *Womens Athletics
IDENTIFIERS- *Australia (Australian Capital Territory)

This paper discusses and maps the participation of girls in sport in the Australian Capital Territory (ACT). A survey instrument was administered to a stratified random sample of 1,048 young people. Stratification of the sample was designed so that: (1) 80 respondents would be selected from each grade level (K-12); (2) each of the ACT school sports association zones would be equally represented; (3) both government and non-government schools were proportionally represented; and (4) the sample would contain equal numbers of male and female respondents. Major variables addressed in the survey included: family background; sports played in the four differing contexts; reasons for playing a favorite sport; factors which discourage participation in sport; use of leisure time; attendance at sporting events; attitudes about sports participation; sporting persons most admired; and involvement in competitive sport. Results suggest that girls ranked sport alongside being with friends as their favored leisure activity, and they indicated that the most important reasons for playing sport were to improve sporting skills, to be physically active, and to make new friends. Implications of findings (including comparisons to boys' responses to the survey) are discussed in the context of possible initiatives to encourage girls to incorporate the playing of sport into their lifestyles. (Author/LL)

ED 365 633          SP 034 886

Ryan, Charles W., Ed.; And Others
Case Studies in Teacher Education: A Series for Working with Students at Risk. Volume II.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 93
NOTE- 32p.; For Volume I, see ED 358 063.

included. Each section provides useful information, resource lists, and/or address lists. (LL)

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ED 365 650 SP 034 936

A Collaborative Teacher Evaluation Model: Teachers Do Make a Difference. Spirit River School Division No. 47.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 93
NOTE- 84p.; For a related document, see SP 034 937.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Research; Faculty Development; Foreign Countries; *Formative Evaluation; Inservice Teacher Education; Measurement Techniques; Performance Factors; School Districts; Teacher Behavior; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Alberta; *Indicator Verification; *Quality Indicators

A 3-year action research study was conducted by the Spirit River School Division in northwestern Alberta to develop and validate a set of indicators to assess teacher effectiveness in a formative process. Focusing on professional development and staff inservice, the Educational Quality Indicators Project (EQI) sought to determine if the 26 teaching behaviors identified had an impact on student outcomes in both the cognitive and affective domains. In order to gain the acceptance, involvement, and positive initiative of staff, the project focused on professional development and staff inservice. A collegial, nonthreatening model for more effective teaching and benefit to students using formative supervision and observation was developed and implemented over 3 years. It focused the attention of the system on the wider range of student educational outcomes, affective and beharioral as well as cognitive. Among the findings were that active involvement of professional staff in action research was the most positive aspect of the EQI project, and that direct faculty input into the development and validation of the indicators for assessment of teacher effectiveness provided a sense of ownership and enhanced the likelihood of subsequent participation. Appendixes provide working documents for year one; parent and student surveys; staff survey; teacher performance tally sheet; classroom environment scale; student's perception of ability scale; teacher performance baseline: behaviors addressed during year three; and parent/student survey results. (Contains 48 references.) (LL)

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ED 365 651 SP 034 937

Educational Quality Indicators in Art and Mathematics. Calgary School District No. 19 and Calgary RCSSD No. 1.
PUB DATE- 93
NOTE- 157p.; For a related document, see SP 034 936.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Art Products; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; *Mathematics Education; Measurement Techniques; Outcomes of Education; Performance Factors; Problem Solving; *Student Evaluation; *Student Role;

16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; *Computer Networks; Elementary Secondary Education; Higher Education; *Information Networks; *Partnerships in Education; Preservice Teacher Education; *Program Implementation; School Districts; Student Teachers; *Telephone Communications Systems
IDENTIFIERS- Internet; *Iowa; University of Northern Iowa

The College of Education at the University of Northern Iowa (UNI) established collaborative partnership agreements with nine major school districts in Iowa where UNI student teachers were placed. One collaborative project connected the campus coordinator with the nine off-campus sites through the campus computer network (Caucus). In the 1993-94 school year the transition to Internet is being made. This paper describes: (1) how the UNI computer network (Caucus) was developed and extended; (2) projects that caused practitioners to become active partners in the UNI Teacher Education program; (3) projects such as newsletters, establishment of mentor programs for student teachers, and the organization of seminars and local educational programs that were organized through the network; (4) practitioner's use of the network to serve on University committees, to help plan conferences in specific subject areas, to exchange ideas on effective teaching practices, and to participate in research activities; (5) student teachers' communication with network users regarding ideas on discipline techniques, resource materials for units, and action research projects; and (6) factors that contribute to the establishment of a successful computer network. (LL)

ED 365 670 SP 034 972

Renwick, Margery; Vize, June
Windows on Teacher Education: Student Progress through Colleges of Education. Phase 4: The First Year in the Classroom.
PUB DATE- 93
NOTE- 190p.; For phase 1, see ED 334 163.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Longitudinal Studies; Professional Development; Profiles; *Program Effectiveness; Schools of Education; Secondary School Teachers; Teacher Attitudes; Teacher Education Programs; *Teacher Employment; Teacher Improvement; *Teaching Experience
IDENTIFIERS- *New Zealand

This document presents findings from the fourth and final phase of a longitudinal study of teacher education. The report is based on data collected in 1991 and 1992 from interviews with 100 beginning teachers trained at the Auckland, Wellington, and Christchurch Colleges of Education in New Zealand. The investigation focused on beginning teachers' experiences during their first year in the classroom; their perceptions of how they acquitted themselves as teachers, and their views on the effectiveness of teacher training. Following an introduction that deals with aims of the study, research objectives, and a summary of main findings based on data collected in 1991 and 1992, the report is organized into the following sections:

NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College Entrance Examinations; Comparative Testing; *Educational Improvement; Educational Trends; Graphs; High Schools; *High School Students; National Norms; Profiles; School Districts; *Scores; State Surveys; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS- *North Carolina; *Scholastic Aptitude Test

In 1989, North Carolina's average Scholastic Aptitude Test (SAT) score dropped to the lowest in the nation, triggering an intensive effort to improve average SAT scores. In 1993, North Carolina achieved its highest average SAT score ever, as well as the highest percentage of graduating seniors taking the SAT. Scores improved for the 4th consecutive year, but remained below the Southeast average and the national average. Continued improvement will be necessary to meet the targets set by the state for 1995 and 2000. Data in this report come from SAT profiles and figures issued by the College Board. The report is divided into four sections. Section 1 presents 1993 and historical data for the nation, concentrating on the 24 states in which at least 40 percent of the seniors take the SAT. Section 2 emphasizes North Carolina's performance on the SAT, and Section 3 presents the performance of certain groups of students compared with the same categories in other states. Individual school system results are presented in Section 4. Section 4 also introduces the yield index, an index that permits state and school comparisons. Nineteen tables and 22 figures present SAT results for North Carolina students. (SLD)

ED 365 689 TM 020 835

Kane, Michael
The Validity of Performance Standards.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 19 Jun 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Achievement Tests; *Cutting Scores; Data Collection; Educational Policy; Elementary Secondary Education; Higher Education; *Performance; Research Methodology; Test Use; *Validity
IDENTIFIERS- *High Stakes Tests; *Performance Based Evaluation

A general framework is provided for examining the validity of performance standards for high-stakes achievement tests. The emphasis is on conceptual issues and broadly defined methodological questions, the types of validity evidence that can be collected, and the advantages and limitations of different types of evidence. Validation consists of a demonstration that the proposed passing score can be interpreted as representing the level of achievement specified in the proposed performance standard. The performance standard is the conceptual version of the desired level of competence, and the passing score is the operational version of the desired level of competence. The analysis addresses the question of the arbitrariness of the passing score by identifying two assumptions that are involved in adopting a passing score. The first is that it corresponds to a specified performance standard, and the second is that the specified standard is

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Educational Trends; Elementary Secondary Education; *Enrollment; Local Government; *National Surveys; *Public Schools; School Statistics; Tables (Data); Trend Analysis
IDENTIFIERS- *Variance (Statistical)

Three tables present figures on public school enrollment in 1992-93 and 1993-94 in the United States by state and county. The first table, "Public School Enrollments," gives a comparison of total state enrollments for the two years. "County Enrollment Increases" compares increases in county enrollments (1,000 students or more) arranged in descending order by variance. "County Enrollment Variances" presents county enrollment variances (1,000 students or more) arranged in descending order of variance within each state. (SLD)

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ED 365 709 TM 020 897

Roberts, Sharon Pol; Teddlie, Charles
Evaluation of the Louisiana Teacher Assessment Program for Interns: Use of the Focus Group Approach.
PUB DATE- Sep 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Evaluators; Field Studies; *Internship Programs; Interviews; Pilot Projects; Principals; *Program Evaluation; Research Methodology; Secondary School Teachers; *State Programs; *Teacher Evaluation
IDENTIFIERS- *Focus Groups Approach; *Louisiana

The Louisiana Intern Teacher Assessment Program, part of the Louisiana Teacher Appraisal System, began with a preliminary field test, followed by a pilot test and implementation in 1993-94. Evaluation of the preliminary field test was conducted through responses of 223 assessors, intern teachers, principals, and assessor trainers to nine different questionnaires and responses in focus group interviews. The analysis and results of the focus groups interviews (conducted with 74 assessors, intern teachers, principals, and trainers in 10 groups) form the basis of this study. In all, evaluators collected 15 hours of audiotaped proceedings from the focus groups. Focus group participants offered solutions to the problems they perceived with the field test and with the research methodology. In general, participants felt that the system of appraisal had merit, although there were concerns about the rating scales used and assessor training. One table describes the focus groups. (Contains 5 references.) (SLD)

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ED 365 710 TM 020 899

Durland, Maryann
Evaluation Implementation: Association of Louisiana Evaluators.
PUB DATE- 30 Sep 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 30, 1993).
LANGUAGE- English

The purpose of this study was to determine if the Saxon Mathematics series produced gains in math achievement of elementary school students. Mathematics achievement was assessed for 190 students in the Southside School District No. 3, Batesville, Arkansas, using the Stanford Achievement Test Eighth Edition during April 1992 and April 1993. There were four sections of approximately 24 students in each group in grades 2 and 3. One section in each grade received instruction in Saxon Math and the other three sections used the Holt Mathematics series. Mathematics achievement was measured using the total battery score for math which consisted of a composite of three dimensions: Concept of Numbers, Math Computation, and Math Application. Results of the study indicated that students who received Saxon instruction scored significantly higher (p .05) in total battery score in mathematics than students instructed in the Holt series. Based on this study, the use of Saxon Mathematics does produce gains in mathematics achievement of elementary school students. (An appendix contains nine statistical tables.) (Contains 7 references.) (Author)

ED 365 729 TM 020 969

Land, Warren A.; Land, Elizabeth R.
The Effect of Changing a Professional Educational Program on National Teacher Education Test Scores.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; *Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; *Program Implementation; *Scores; State Legislation; Teacher Competency Testing; *Teacher Education; Undergraduate Students
IDENTIFIERS- *Mississippi; *NTE Core Battery; Reform Efforts

This study was directed toward determining the effect on National Teacher Education (NTE) Test Scores of changing a professional undergraduate educational program, and exploring whether there is a specific significant difference between the use of a traditional undergraduate professional educational program and a modified undergraduate professional educational program. A statewide educational reform act brought about the modified undergraduate professional educational program. In addition to other mandates the reform act required graduates to pass the NTE. The modified program also represented a commitment to continuing to find ways to improve the education of teachers. The subjects for this study were 862 undergraduate students for whom complete and usable data were available. Of this group, 227 students completed the traditional program and 635 completed the modified program. NTE scores and personal data were used to secure information for the study. When the composite NTE scores of the two groups were compared, no significant difference at the .05 level was observed between them. Even though a statistical difference between the two groups did not exist, the scores for the modified group were slightly higher than the traditional group. (Author/SLD)

ED 365 730 TM 020 970

Johnson, Colleen Cook

This book provides an account of life in the inner city from World War II to the present. Poor, jobless, and racially outcast young black people are economically and socially excluded from the American mainstream. To compensate for this, inner-city children turn to American traditions of consumerism and violence. Buying into the implicit message behind advertising, these children believe that those who cannot afford prestigious commodities are inferior. The book identifies the sources of violence and despair among young people in America's inner-city by showing how economic transformation has interacted with the history of racism. It also points out that the glorification of violence on television and in movies spawns violent values in inner-city neighborhoods, that old Christian traditions of discipline tend to fuel family violence, and that stereotyping blacks as inherently violent helps to legitimate inner city aggression. The book agrees with the many social scientists who contend that disappearing economic opportunities and racial exclusion explain much about the tragedy of inner-city life, and offers suggestions for what efforts all Americans must make to reverse the historical tide and build a future for poor black children. Contains an index and an appendix of statistical tables. (GLR)

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ED 365 748 UD 029 643

Participation of Private School Students in Chapter 1: Information for Private School Educators and Parents.

PUB DATE- 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; *Compensatory Education; Delivery Systems; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Educational Opportunities; Elementary School Students; Elementary Secondary Education; Eligibility; *Federal Programs; Financial Support; *Parent Participation; *Private Schools; Public Schools; Secondary School Students; Selection; *Student Participation

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

Chapter 1 is a federal assistance program that provides supplementary financial aid to public school districts, attempting to improve the educational opportunities of educationally deprived children residing in high poverty areas. The program assists qualified students in both public and private schools. This brochure answers questions that private school educators and parents often ask about the Chapter 1 program. The same standards for residence and achievement level apply to students whether they are enrolled in public or private schools. The public school district determines who will participate, selecting children with the greatest need first, and determining the subjects and grade levels to be included in the Chapter 1 project. Services must be provided by personnel employed by the public school district who maintain contact with the students' private school instructors. Services to religiously affiliated private schools must be provided in sites not physically or educationally identified with the functions of the religiously affiliated schools, such as nearby schools or portable units. This provision does not preclude

Evaluation; *Program Implementation; Staff Development; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

Chapter 1 schoolwide projects are intended to serve educationally disadvantaged students by improving the instructional program provided to all students in high-poverty schools. This report provides a comprehensive look at schoolwide projects in the 1991-92 school year, using data from surveys of all schoolwide project schools. The response rate was 93 percent for school district questionnaires and 91 percent for school building questionnaires. Site visits to six project sites provided additional information. Chapter 1 schools tend to be located in large urban, high-poverty school districts with a high proportion of minority students. Eighty percent of students in project schools are Black or Hispanic, and 20 percent are Limited English Proficient. Schools have implemented schoolwide projects to be able to serve more students with more flexibility in use of resources as well as to avoid restrictions on service delivery. The most popular strategies for schoolwide projects included parent education and involvement projects, staff development, and computer assisted instruction. It appears that the schoolwide projects approach is leading to better achievement gains by educationally disadvantaged students. Thirty-three tables present survey findings. Five appendixes present survey questions and methodology, tabulations of responses, and a discussion of common themes. (SLD)

ED 365 769 UD 029 671

Lockwood, Anne Turnbaugh
The Professor of Gangs.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; Delinquency; *Disadvantaged Youth; Education Work Relationship; Ethnic Groups; Futures (of Society); *Group Membership; *Job Placement; Job Skills; *Juvenile Gangs; Longitudinal Studies; Social Science Research; Urban Areas; Urban Problems; Urban Schools; *Urban Youth; *Vocational Education; Youth Clubs; Youth Problems
IDENTIFIERS- California (Los Angeles); New York (New York)

Martin Sanchez Jankowski conducted a 10-year study of gangs of varying ethnicity in three major cities, with a focus on New York City and Los Angeles (California). The center of his research has been in low-income areas, where gangs have been an institution for more than 150 years. Jankowski acquired experience by living with gangs from a variety of ethnic groups, including Mexican American, Salvadoran, Nicaraguan, African American, Puerto Rican, Dominican, Jamaican, and Irish gangs. Gangs, Jankowski reports, are an organizational response to inequality and poverty that act in an entrepreneurial manner, with business relationships. While gangs frequently engage in criminal activities, crime is not the central issue. Schools are better advised to try to work with gangs to relieve criminal behavior than to try to get rid of gangs. Trying to eradicate gangs is a waste of energy, but schools can provide a long-term alternative for the best and brightest gang members. A major contribution would be a good jobs program, with cutting-edge vocational education and good job placement services. No other school effort has as great a chance of success. (Contains

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; *Case Studies; Cultural Pluralism; Drug Education; Elementary School Curriculum; Elementary Secondary Education; Emotional Problems; Higher Education; *High Risk Students; *Learning Problems; Mental Retardation; One Parent Family; Parent Attitudes; *Parent Student Relationship; Secondary School Curriculum; Special Education; Student Problems; *Teacher Education
IDENTIFIERS- *Case Method (Teaching Technique)

Seven case studies are presented as a catalyst for change in teacher education and teaching in the public school sector that will be drug education based and help youth develop a sense of values. The case study method promotes a structured stimulus allowing unstructured responses, and encourages students to react as they would if confronted with the same situation. The cases are designed to stimulate an analysis of one's attitudes and practices as they relate to drug education and to encourage greater use of drug-related content in public elementary and secondary schools. Each case includes a discussion of the case setting, theme, and problem; student challenge questions; case questions and issues; and case references. The case studies have the following titles and authors: "Parental Career Impact on Child Academic Orientation" (Jone' L. West); "Display of Disruptive Behavior of a Developmentally Delayed Handicapped Child" (Virginia L. Collins); "Cultural Pluralism" (Brian Panter); "Biracial Children in Single Parent Families" (Jane De Marchis); "Misplaced Mike: Classroom Strategies for Cultural Pluralism" (James Moreland); "Learning Difficulties of a Middle School Student" (Nancy E. Bright); and "Steroids and Success: A Quick Solution for Todd" (Amy J. Cox). (JDD)

ED 365 634 SP 034 888

Jackson, Lewis, Ed.; And Others
Applying Experiential Learning in College Teaching and Assessment: A Process Model.
PUB DATE- Oct 92
NOTE- 49p.; A manual prepared by the Experimental Learning Study Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; College Faculty; *College Instruction; *College Outcomes Assessment; Evaluation Methods; *Experiential Learning; Higher Education; Lifelong Learning; Portfolios (Background Materials); Student Characteristics; *Student Evaluation; *Teacher Education; Teaching Methods; *Teaching Models
IDENTIFIERS- Teacher Portfolios

This manual presents a process model in which university teaching and assessment processes are embedded within a broader view of the human learning experience and the outcomes that are required for professional student growth. The model conceptualizes the university's role in the lives of life-long learners and provides a framework for rethinking traditional university teaching practices and future research into teaching and learning. The model's components include: (1) adult learner characteristics; (2) the conceptual foundations of experiential

*Teacher Role
IDENTIFIERS- Alberta; Calgary Board of Education AB; Calgary Roman Catholic Separate Sch Bd AB; *Indicator Verification; *Quality Indicators

The Calgary Board of Education and the Calgary Catholic Board of Education developed indicators of quality student performance for the assessment of school art composition and mathematical problem solving. Practicing teachers and school system specialists in art and mathematics developed and classroom-tested materials to identify and document educational quality indicators (EQIs). The resulting qualitative materials describe a performance assessment process which celebrates diversity in student responses. The process depends on informed professional judgment, shared exemplars and vocabulary, and student involvement in self-assessment. This report describes the beginning and development of the project, the rationale and literature that informed the work, and the apparent impact of the project, as it evolved from September 1989 to May 1992. The project results to date indicate that performance assessment has positive effects on learning and teaching, and that further explorations and applications of the quality indicators project would be educationally significant. Appendixes provide the names of project participants; EQI-Art Materials and Reports; EQI-Math Materials and Reports; and an evaluation of project utility, management, and impact. (Contains 53 references.) (Author/LL)

ED 365 652          SP 034 939

Blasik, Katherine A.; Belsito, Roseanne
Drug Abuse Resistance Education Program (DARE). Evaluation Report.
PUB DATE- Jun 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Measures; *Cooperative Programs; *Drug Education; Elementary School Curriculum; Elementary School Students; Grade 5; Health Education; Health Promotion; Intermediate Grades; National Programs; *Partnerships in Education; *Police School Relationship; Program Costs; *Program Effectiveness
IDENTIFIERS- Broward County Public Schools FL; *Drug Abuse Resistance Education Program

This paper presents an evaluation of the Drug Abuse Resistance Education (DARE) Program, an integral part of the fifth grade curriculum in 84 elementary schools in the Broward County (Florida) Public Schools. During the 1992-93 school year, nearly 12,000 fifth grade students attended DARE classes taught by 43 trained law enforcement officers. Attitudinal and informational questionnaires, designed to assess the effectiveness of DARE and to determine program costs to law enforcement agencies, were completed by students, parents, teachers, principals, officer/instructors, and law enforcement supervisors. Survey results show that: (1) DARE is popular as judged by all respondent groups; (2) all supervisors indicated that positive public relations between youth and police were worth costs incurred by law enforcement agencies; and (3) officers were enthusiastic about their role indicating that the training, teaching, and extra time spent were rewarded by students' increased drug awareness. A positive attitude towards police officers was a side-effect of DARE. Nearly all student respondents indicated that they had learned a lot, liked the officers, and wished the program was longer. Over 94 percent of methodology; graduates who did not get jobs; four-year students; beginning teachers; the first year of teaching; the value of the college program; the school and classroom experience; equity issues; the professional development of beginning teachers; and a discussion of issues that emerged. Approximately half the document consists of a series of beginning teacher profiles making extensive use of direct quotations. (LL)

ED 365 671 SP 034 973

Towards Developing New Teacher Competencies in Response to Mega-Trends in Curriculum Reforms. Report of a Regional Study Group Meeting (Chiang Rai, Thailand, June 25-July 6, 1990).
PUB DATE- 92
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Disadvantaged Youth; Distance Education; *Educational Innovation; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Mathematics Education; Relevance (Education); Science Education; Social Studies; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Asia Pacific Region; *Reform Efforts; UNESCO

The meeting reported in this document focused on the relevance of education to societal requirements, training of educational personnel, distance education, and ways for teacher education to serve the needs of disadvantaged population groups. Countries represented included: Australia, Bangladesh, China, India, Indonesia, Iran (Islamic Republic), Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Phillipines, Republic of Korea, Samoa, Sri Lanka, Thailand, and the Socialist Republic of Viet Nam. The document is organized into the following nine chapters: (1) "Introduction"; (2) "Country Experiences"; (3) "Towards Developing New Teacher Competencies in Responses to Mega-Trends in Curriculum Reforms"; (4) "Mega-Trend in Curriculum Reforms in Science and Mathematics"; (5) "Mega-Trend in Curriculum Reforms in Social Sciences and Languages"; (6) "Teacher Education Reaching Out to Educationally Disadvantaged Groups"; (7) "Teacher Education via Distance Education"; (8) "Proposed Restructuring of Teacher Education"; and (9) "Recommendations." Appendixes provide the meeting agenda, a list of participants, speeches, and schools and development projects participants visited. (LL)

ED 365 672 SP 034 974

Powney, Janet; And Others
Monitoring the Pilot: The Moray House Institute PGCE (Secondary).
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Nov 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Demonstration Programs; *Education Courses; *Field Experience Programs; Higher Education; *Mentors; Partnerships in Education; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; Secondary Education; Secondary School Teachers; Student Teacher Attitudes; Student Teachers; Teacher Attitudes
IDENTIFIERS- Moray House College of Education (Scotland);

appropriate. Support for the first, descriptive, assumption is to be derived mainly from procedural evidence and internal validity checks. Support for the policy assumption is to be derived mainly from procedural evidence and external validity checks. Even if all available checks on the validity of the standard are implemented, the best that can be done is to show that the proposed standard is reasonable or acceptable. (Contains 79 references.) (SLD)

ED 365 690 TM 020 853

SenGupta, Saumitra
A Mixed-Method Design for Practical Purposes--Combination of Concept Mapping, Questionnaire and Interviews.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, November 3-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Interviews; *Questionnaires; *Research Design
IDENTIFIERS- *Concept Mapping; *Mixed Method Triangulation

This paper presents a mixed-method evaluation design which utilizes concept mapping along with questionnaire and interviews. Recent developments in mixed-method evaluation have helped identify five purposes which mixed-method evaluation designs tend to serve. These are triangulation, complementarity, development, initiation, and expansion. The present paper discusses how the inclusion of concept mapping in designing and implementing an evaluation project can effectively strengthen the findings in line with each of these purposes. The design is presented with the help of three illustrative examples of evaluation and planning studies. A critical analysis of the purposes served by each of the components in these studies is presented within the framework of mixed-method design. This includes discussions on the characteristics of the methods, the importance of the sequence in which they are employed, and the variation in characteristics of how the methods are juxtaposed for each study. Three tables and four figures are included. (Contains 12 references.) (Author)

ED 365 691 TM 020 855

Cohen, Michael P.
Displaying Education Data to Managers and Policy Makers.
PUB DATE- Oct 93
NOTE- 3p.; Discussion from the Annual Meeting of the American Statistical Association (San Francisco, CA, October 1993). Comments on presentations by Herbert Lacayo and Brand Niemann.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Confidentiality; Elementary Secondary Education; *Environment; Environmental Research; Higher Education; *Information Dissemination; Management Information Systems; National Surveys; *Policy Formation; *Research Reports; Sampling; School Administration; *Technological Advancement

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Administrators; Attendance; Consumer Economics; *Evaluation Methods; *Formative Evaluation; Interviews; Observation; Patients; Professional Associations; *Program Evaluation; Qualitative Research; *State Programs; *Summative Evaluation; Surveys
IDENTIFIERS- Association of Louisiana Evaluators; *Louisiana; Service Delivery Assessment

Two program evaluations are described to demonstrate two very different methodologies and consumer orientations. The first, a patient satisfaction survey commissioned by a medical center, used surveys as part of a larger continuous multipurpose evaluation process, and the second, the ZooGardens evaluation, was a one-time multimethod evaluation of a small interagency program. In the patient satisfaction survey quarterly reports were reviewed and administrators were interviewed to help develop the surveys. The ZooGardens evaluation, which was requested by the Birmingham (Alabama) Park and Recreation Board, used both quantitative and qualitative methods, drawing on interviews, surveys, observations, document analysis, and daily attendance records. The characteristics that seemed to increase the positive impact of both evaluations and defined them as real and practical include the following: (1) timeliness; (2) responsiveness to client perceived needs; (3) responsiveness to client focus; and (4) flexibility. In both of these evaluations working relationships with program managers have been excellent, a factor contributing to positive impact. Four tables summarize some evaluation findings. (Contains 6 references.) (SLD)

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ED 365 711 TM 020 902

Inger, Morton
Authentic Assessment in Secondary Education.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Mar 93
NOTE- 5p.; This Brief is drawn from a report by Clifford Hill and Eric Larsen, entitled "Testing and Assessment in Secondary Education: A Critical Review of Emerging Practices." The research was conducted with support from the National Center for Research in Vocational Education (NCRVE), funded by the Office of Vocational Education, U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- Constructed Response; Curriculum Development; *Educational Assessment; Educational Change; Educational Objectives; Educational Practices; Equal Education; Models; *Portfolios (Background Materials); School Administration; Secondary Education; *Student Evaluation; Test Construction; *Test Use
IDENTIFIERS- Alternative Assessment; *Authentic Assessment; Performance Based Evaluation

One educational change that is beginning to take hold is the use of alternative ways of testing and assessment, often referred to as authentic assessment. Advocates of authentic assessment believe that conventional testing is distorting educational goals, while authentic assessment can foster good educational practices. In fact, many educators view authentic assessment as

The Effects of Single and Compound Violations of Data Set Assumptions when Using the Oneway, Fixed Effects Analysis of Variance and the One Concomitant Analysis of Covariance Statistical Models.
PUB DATE- Nov 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Computer Simulation; *Models; Monte Carlo Methods; *Robustness (Statistics); *Sample Size; Sampling
IDENTIFIERS- *Balanced Designs; Unbalanced Designs; Variance (Statistical); *Violation of Assumptions

This study integrates into one comprehensive Monte Carlo simulation a vast array of previously defined and substantively interrelated research studies of the robustness of analysis of variance (ANOVA) and analysis of covariance (ANCOVA) statistical procedures. Three sets of balanced ANOVA and ANCOVA designs (group sizes of 15, 30, and 45) and one set of unbalanced ANOVA and ANCOVA designs (groups of 15, 30, and 45) were simulated. Violations of normal shape and three degrees of heterogeneity of group variances were included. Each set of ANCOVA analyses included ANOVA violations as well. Each data set violation was simulated in isolation and in combination, resulting in 665 unique ANOVA or ANCOVA F sampling distributions. Unbalanced designs almost always produced statistically invalid F ratios in the presence of any data set assumption except those that only involved perturbation of shape. In balanced designs, a degree of robustness beyond that expected was found, even when heterogeneity of variance was coupled with heterogeneous regression slopes and a skewed covariate. Robustness was found even when the ratio of largest to smallest group variance was five. Implications of these findings for educational, social science, and behavioral research are discussed. Three tables are included. (Contains 29 references.) (Author/SLD)

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ED 365 731 TM 020 973

Zhang, Zicheng; And Others
A Thematic Approach to Teaching Tests and Measurement.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Educational Assessment; Higher Education; *Holistic Approach; *Integrated Activities; Knowledge Level; *Measurement Techniques; Statistics; Student Attitudes; Teacher Education; *Teaching Methods; *Tests
IDENTIFIERS- Knowledge Acquisition; *Thematic Organizers

The assumption behind this paper is that teachers should adopt the strategy of simplification of a learning task by integration that captures the inherent tendency for the integration of the objective world into subjective wholes, rather than through simplification by isolation of topics. An effective way of establishing the theme of a course is to use

computer-assisted instruction within the school. Parents from private schools participate in program activities as do the parents from public schools. Funding and the steps that private school officials must take to receive services and meet requirements are outlined. (SLD)

ED 365 749 UD 029 644

The Spirit of Excellence. Each One, Reach One. A Program Manual.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; African Culture; *Black Students; Demonstration Programs; *Disadvantaged Youth; Elementary Secondary Education; *Excellence in Education; Family Involvement; Guides; Mentors; Minority Group Children; *Parent Participation; Program Effectiveness; Role Models; Self Esteem; Skill Development; *Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS- African Americans; *Each One Reach One Program; National Black Child Development Institute

Because disadvantaged children rarely receive extra assistance or encouragement, the National Black Child Development Institute created Each One, Reach One: The Spirit of Excellence, a comprehensive tutorial program designed to improve the academic skills and self-esteem of African American children to help them achieve. The program, originally launched in two national demonstration sites in Detroit (Michigan) and Greensboro (North Carolina), was designed to use the whole community to give special attention to children whose family resources are limited. Five factors are emphasized in helping children learn: (1) parent and family involvement; (2) role models from all facets of the community; (3) personal commitment from volunteers; (4) safe and stimulating settings and one-on-one tutoring; and (5) an emphasis on the rich traditions of African culture. More specific guidelines for program implementation are given, including advice on recruiting and retaining volunteers and program evaluation. This manual provides the schools with ways of establishing an outstanding tutorial program. Five selected resources are listed for further reading. (SLD)

ED 365 750 UD 029 645

Flint, Dana R.; And Others
STS and Urban Minority Students. A Compilation of Papers Presented during Panel Discussions Held at the Technological Literacy Conference (8th, Crystal City, Virginia, January 16, 1993).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 16 Jan 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Educational Practices; Elementary School Students; Elementary Secondary Education; *High Risk Students; Interdisciplinary Approach; *Minority Group Children; Models; Secondary School Students; Teaching Methods; Urban Schools;

11 references.) (SLD)

ED 365 770 UD 029 676

Negroni, Peter J.
The Reorganization and Restructuring of an Urban School System.
PUB DATE- 22 Feb 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 22, 1992). For related documents, see UD 029 677-678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Change Strategies; Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; *Organizational Change; Parent Participation; Program Implementation; Public Schools; School Districts; *School Restructuring; Social Change; *Urban Schools
IDENTIFIERS- *Springfield Public Schools MA

Three inter-related phenomena push the need for educational change and school improvement. These are the change from an agrarian to an industrial, and from an industrial to an information society; the changing demographics that see an increase in student racial and cultural diversity; and the need for new services for low income students. The Springfield Public Schools (Massachusetts) have undertaken change in the following four areas to ensure school reform for today's needs: (1) organizational transformation; (2) pedagogical transformation; (3) societal and attitudinal transformation; and (4) political and financial transformation. The Springfield school system has recognized these areas for change, realizing that the single most important issue is that of equity. It is not how children come to school that matters, but what the school does with them when they get there that makes a difference. The systemic changes in Springfield began with reorganization of the central office, and progressed to restructuring of grades, a curriculum for the 21st century, and research into effective schools and implementation. Initiatives that have developed in the restructuring process include parent participation, a conference for children, and efforts to involve the business and religious communities. The district has made great strides so far, but needs incremental change and frequent small successes to sustain and continue improvement efforts. (Contains 10 references.) (SLD)

ED 365 771 UD 029 677

Negroni, Peter J.
The Transformation of America's Public Schools: A Community's Struggle To Fulfill the Vision.
PUB DATE- 93
NOTE- 19p.; For related documents, see UD 029 676-678.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Change Strategies; Curriculum Development; Educational Change; *Educational Improvement; Elementary Secondary Education; *Equal Education; *Organizational Change; Parent Participation; Program Implementation; Public Schools; School Based Management; School

learning; (3) methods and techniques for engaging learners in experiential learning activities; (4) assessment processes and outcomes, involving building a folio with artifacts and reproductions; and (5) building a portfolio from the folio. Implications of the model for college and university courses and programs are discussed. Chapters have the following titles and authors: "Overview of the Model of the Teaching/Learning Process" (Lewis Jackson and Doug MacIsaac); "Characteristics of Adult Learners and Foundations of Experiential Learning" (Rosemary Caffarella and Bruce Barnett); "Methods and Techniques for Engaging Learners in Experiential Learning Activities" (Patty Lee and Rosemary Caffarella); "Assessment Processes and Outcomes: Building a Folio with Artifacts and Reproductions" (Bruce Barnett and Patty Lee); and "Assessment Processes and Outcomes: Building a Portfolio from the Folio" (Doug MacIsaac and Lewis Jackson). (References accompany each chapter.) (JDD)

the 110 parents (58% of all parents) who answered the questionnaires felt that DARE was good for their children. (LL)

ED 365 653 SP 034 941

Mahoney, Beverly Saxton, Ed.; Olsen, Larry K., Ed.
Health Education Teacher Resource Handbook: A Practical Guide for K-12 Health Education.
PUB DATE- 93
NOTE- 435p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Educational Trends; Elementary Secondary Education; Government Role; Guidelines; *Health Education; *Health Materials; Integrated Curriculum; Program Costs; Program Evaluation; *Resource Materials; State Departments of Education; Teaching Methods
IDENTIFIERS- Commercially Prepared Materials; Curriculum Implementation; *Generic Organizational Model

This handbook provides background information on the health curriculum, as well as current, comprehensive information on publications, standards, and special materials for K-12 health education. The manual begins with an introduction, by P. Bruce Uhrmacher, which provides an overview of the ideologies and philosophies that have affected curriculum in the United States through the years. Following the introduction, the book is divided into the following chapters: (1) "Current Trends" (Beverly Saxton Mahoney and Larry Olsen); (2) "Overview of Curriculum Design and Implementation" (David K. Lohrmann); (3) "The Role of Governmental Health and Education Agencies in School Health Education" (Sally J. Goss); (4) "Main Topics and Integration"--provides models for integrating health topics into the core curriculum--(Sherri T. Reynolds); (5) "State-Level Curriculum Guidelines: An Analysis" (Charles R. Baffi); (6) "State-Level Curriculum Guidelines: A Listing"; (7) "Development of an Assessment Program" (Donna M. Videto); (8) "Recommended Commercial Curriculum Materials" (Kerry J. Redican and Terry Wessel); (9) "Methods and Resources for the Classroom" (Candace Purdy and Deborah J. Cummens); (10) "Children's Trade Books in Health Education" (Cynthia Wolford Symons and Anthony L. Manna); (11) "Funding the Project"; (12) "Curriculum Material Producers"; (13) "Statewide Textbook Adoption"; (14) "Index to Reviews of Educational Materials"; and (15) "Kraus Curriculum Development Library (KCDL) Locations" (a state-by-state listing of libraries that subscribe to KCDL). (LL)

*Preservice Teachers; Scotland

In Spring 1992, the Scottish Ofice Education Department invited Moray House Institute of Education to test the feasibility of a more school-based approach to teacher training. In this PGCE (Secondary) course, students increased the amount of time in school. The increase in time was accompanied by other changes in the organisation of placements and the support provided for students. The main feature of the support was the introduction of mentors, teachers who would have special responsibility, and time allocated, for supporting students. Three regional educational authorities in the east of Scotland, 10 schools and nearly 100 students took part. The study aimed to monitor the views of students, school and college staff in the following areas: the extended period of school experience; the balance and partnership between colleges, schools, and regional education authorities; mentor preparation and what it was like to be a mentor; organizational structures necessary to support the changes; and resource implications. Surveys were complemented by school case-studies, interviews, and group discussions. Some of the findings were: (1) in general, students, school and college staff, and other key informants favored the increase in time for school placements; and (2) they recognized the benefits for the pilot students and from the longer period spent in the pilot school. Among the benefits were: pilot students seemed more confident and more integrated into the school staff than their counterparts in previous years; and the students enjoyed what they described as a realistic experience of teaching long enough in the same school to see the effects of instruction. Mentors experienced satisfaction in being more involved in students' development. Four appendixes provide names of the monitoring project advisory committee, the general context for the monitoring project, technical data, and a bibliography. (LL)

IDENTIFIERS- *Data Display; *Educational Indicators; National Center for Education Statistics

Some approaches to displaying education data to managers and policy makers that may be pertinent to environmental data as well are discussed. The National Center for Education Statistics produces many publications each year, including "The Digest of Education Statistics," "The Condition of Education Statistics," and "Projections of Education Statistics." Similar publications can be imagined for environmental data, including the same sorts of indicators to present key features. Issues that will have to be considered in preparing an indicator series on the environment would be: (1) whether confidentiality is a factor in the design of the data system; (2) whether data are collected by sample surveys; (3) how subject-matter specialists fit in; and (4) whether the suggested approach is so "exotic" as to require justification. The previous presentations have shown that better methods for displaying data are needed, and that tools are available to develop them. Two figures illustrate the discussion. (SLD)

an enterprise altogether different from testing. An extended time frame for authentic assessment allows tracking student involvement with multiple tasks in documentation practices such as portfolios and exhibitions. In support of authentic assessment, advocates argue for its excellence and support the use of constructed responses and direct assessment in pursuit of greater equity and efficiency. The goals of authentic assessment are: (1) reforming curriculum and instruction; (2) improving teacher morale and performance; and (3) strengthening student commitment and capacity for self-monitoring. It must be recognized that authentic assessment makes far greater demands on both teacher and student than conventional assessment, and that these demands require massive administrative support. (Contains 10 references.) (SLD)

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ED 365 712 TM 020 906

Wu, Yi-Cheng; McLean, James E.
To Block or Covary a Concomitant Variable: Which Is Better?
PUB DATE- Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Analysis of Variance; Computer Simulation; Correlation; Monte Carlo Methods; *Research Design; Research Needs; Statistical Distributions
IDENTIFIERS- *Blocking; *Concomitant Variables; Power (Statistics)

By employing a concomitant variable, researchers can reduce the error, increase the precision, and maximize the power of an experimental design. Blocking and analysis of covariance (ANCOVA) are most often used to harness the power of a concomitant variable. Whether to block or covary and how many blocks to be used if a block design is chosen become important. This paper provides an historical review of the problem and recommends future research to examine the problem based on how subjects are assigned, how data are analyzed, and the distributions of the variables. In this study, subjects were randomly assigned to treatments ignoring the concomitant variable, and data were analyzed by one-way analysis of variance (ANOVA), post-hoc two-block, four-block, and eight-block ANOVA and ANCOVA. Distributions of the concomitant and dependent variables were normal. The Monte Carlo method was used to generate 20,000 data sets for 8 experimental conditions (2 levels of subject and 4 levels of correlation between concomitant and dependent variables. The five analysis procedures were examined under each experimental condition. Results show that ANCOVA is more powerful than post-hoc rank blocking. Eight tables present analysis results. (Contains 36 references.) (Author/SLD) thematic organizers to portray a holistic picture of the entire domain of the course. This thematic approach was adapted for a course in tests and measurement taught in the school of education of a university. Two thematic organizers were produced, one for the entire course and one for the section on classroom statistics. The construction of thematic organizers is a continuous process, subject to revision because of improvement in the instructor's understanding of material and changes in course requirements. The guiding principle was that without knowing the theme, students could not organize their domain-comprehensive knowledge on the way to domain-specific professional knowledge. Formal evaluation has not been made of this application of the whole-theme approach, but informal observation indicates that students have maintained positive attitudes and have benefited from the approach. (Contains 23 references.) (SLD)

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ED 365 732          TM 020 974

Belk, Jo Ann; Calais, Gerald J.
Portfolio Assessment in Reading and Writing: Linking Assessment and Instruction to Learning.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Decision Making; *Educational Assessment; Educational Change; *Portfolios (Background Materials); *Reading Skills; Self Evaluation (Individuals); Student Evaluation; *Test Construction; *Writing Skills
IDENTIFIERS- *Alternative Assessment

Traditional assessment in reading and writing does not accurately reflect what we currently know about the reading and writing process. It disempowers teachers, students, and parents; separates assessment, instruction, and learning; and employs externally defined criteria for cross assessment purposes. Efforts to develop useful alternative procedures for the reading and writing classroom have proliferated during the past several years. However, few movements have caught the attention of educators as quickly as the move towards the use of portfolios as alternative assessment procedures for reading and writing. Implications of portfolios as assessment techniques include: serving as a source of information for teachers to make decisions regarding student progress and program evaluation, serving as a source of information for parent, teacher, and student collaboration, serving as a means of reflection for student self-evaluation, and serving as a means of linking instruction to learning. (Contains 15 references.) (Author)

*Urban Youth
IDENTIFIERS- Empowerment; *Science Technology and Society Courses

Two of the sessions at the technological literacy conference were panel discussions on the promises, practices, and priorities of Science, Technology and Society (STS) Education and urban minorities for elementary school and secondary school students. Papers presented and discussed during these sessions are presented. "STS and Urban Minority K-8 Students: Empowering through Education" by Dana R. Flint recommends strategies that can be used with elementary school students, as does "Empowerment of Urban Minorities through STS: Practice at the Elementary School Level" by Frederick A. Staley. Paul Jablon presented "An Effective STS Instructional Model for Academic Success with Urban At-Risk Students: Projects, Peers, Personalization, Politics, and Potpourri," which examines the BONGO program, an interdisciplinary, team-taught, and project-oriented program for high school students. "Science/Technology/Society and Urban Minorities: Promising Approaches" by Saligrama C. SubbaRao outlines several promising strategies to teach STS courses to urban minorities. (Contains 43 references.) (SLD)

ED 365 751 UD 029 646

Billingsley, K. L., Ed.
Voices on Choice: The Education Reform Debate.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Black Students; Decision Making; *Educational Attitudes; *Educational Change; Educational Vouchers; Elementary Secondary Education; Excellence in Education; Free Choice Transfer Programs; Nontraditional Education; *Private School Aid; *Public Schools; *School Choice; School Restructuring; Tax Credits; *Urban Schools
IDENTIFIERS- African Americans; *Reform Efforts

This collection presents a sampling of opinions of both proponents and opponents in the school choice debate from a variety of professional perspectives, including academics, bureaucrats, politicians, union leaders, economists, lawyers, parents, and activists. The following essays are included: (1) "School Choice Promotes Educational Excellence in the African American Community" (Polly Williams); (2) "Choice Will Devastate Urban Schools" (Maxine Waters); (3) "A Native American Perspective on Choice" (Ben Chavis); (4) "A Battle for the Soul of Public Education" (Warren Furutani); (5) The British Battle for Choice" (Terry Moe); (6) "A Worm in the Apple: How Vouchers Would Undermine Learning" (Delaine Eastin); (7) "The Wisconsin Choice Plan" (Clint Bolick); (8) "Proposition 174 Is Bad News for Children and Taxpayers" (California Teachers' Association); (9) "Education Reform through Choice" (William Bennett); (10) "Myths, Markets, and Schools" (John Mockler); (11) "The Real Issue" (Joseph P. Alibrandi); (12) "Vouchers: Not in the Public Interest" (Ralph Flynn); (13) "A Plan for Choice within Public Schools" (National Education Association); (14) "Can Education Reform Education?" (Wilbert Smith); and (15) "The Case for Choice" (Milton Friedman). (SLD)

ED 365 752 UD 029 647

Districts; *School Restructuring; *Urban Schools
IDENTIFIERS- *Springfield Public Schools MA

The school improvement process of the Springfield (Massachusetts) Public School System is offered as a model for school reform. The efforts in Springfield began from the premise that institutions do not reform themselves, and that pressure from the outside, enough to be noticed, but not enough to disrupt, was necessary to spur reform. The work in Springfield began by bringing the needs of the schools to the total community. A "Blueprint for Excellence" was prepared to show the system's needs. School-based management teams were implemented and the model of involvement of all constituencies that these teams represented was replicated outside the individual schools through district task forces on school and administrative organization, school effectiveness, and curriculum change. The media was enlisted to bring issues before the public, to help the system in the desired organizational, pedagogical, social and attitudinal, and political transformations. Children do not come to school the same way, but it is the response of the system to how they come that makes the difference. The Springfield district has begun to bring about these transformations, and is moving forward with a spirit that sees these changes as possible. (SLD)

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ED 365 772 UD 029 678

Springfield Public Schools: Schools of Choice.
PUB DATE- 93
NOTE- 52p.; For related documents, see UD 029 676-677.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education Programs; *Decision Making; *Educational Improvement; *Elementary Schools; Elementary Secondary Education; Free Choice Transfer Programs; Guides; *High Schools; *Middle Schools; Parent Participation; Preschool Education; *School Choice; School Districts; School Restructuring; Special Education; Urban Schools
IDENTIFIERS- *Springfield Public Schools MA

As part of the school improvement process, the Springfield Public School (Massachusetts) has involved all constituencies in the community in implementing the Schools of Choice plan. This guidebook was prepared to assist parents and students in determining the best program and schools for their needs and desires. Parents of elementary school students must select a school within their educational zone or a city-wide magnet school to qualify for transportation. They are responsible for transportation to schools outside the zone. The guide offers general discussion of the following topics: (1) special education programs; (2) transitional bilingual programs; (3) the controlled choice assignment plan; (4) the schools overall; (5) assignment policy and points in the plan; (6) kindergarten and preschool registration; and (7) elementary school options by zone. Descriptions of the facilities and programs of 16 kindergarten through grade 5 and kindergarten through grade 8 schools, 4 middle schools and kindergarten through grade 8 schools, and 3 high schools are provided. (SLD)

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H.R. 1757--High Performance Computing and High Speed Networking Applications Act of 1993. Hearings before the Subcommittee on Science of the Committee on Science, Space, and Technology. House of Representatives, One Hundred Third Congress, First Session (April 27, May 6, May 11, 1993).
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